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The Journal of the NATIONAL EDUCATION ASSOCIATION

February/March 1980

GENERAL EDITION

POLITICS 1980

See page 26.

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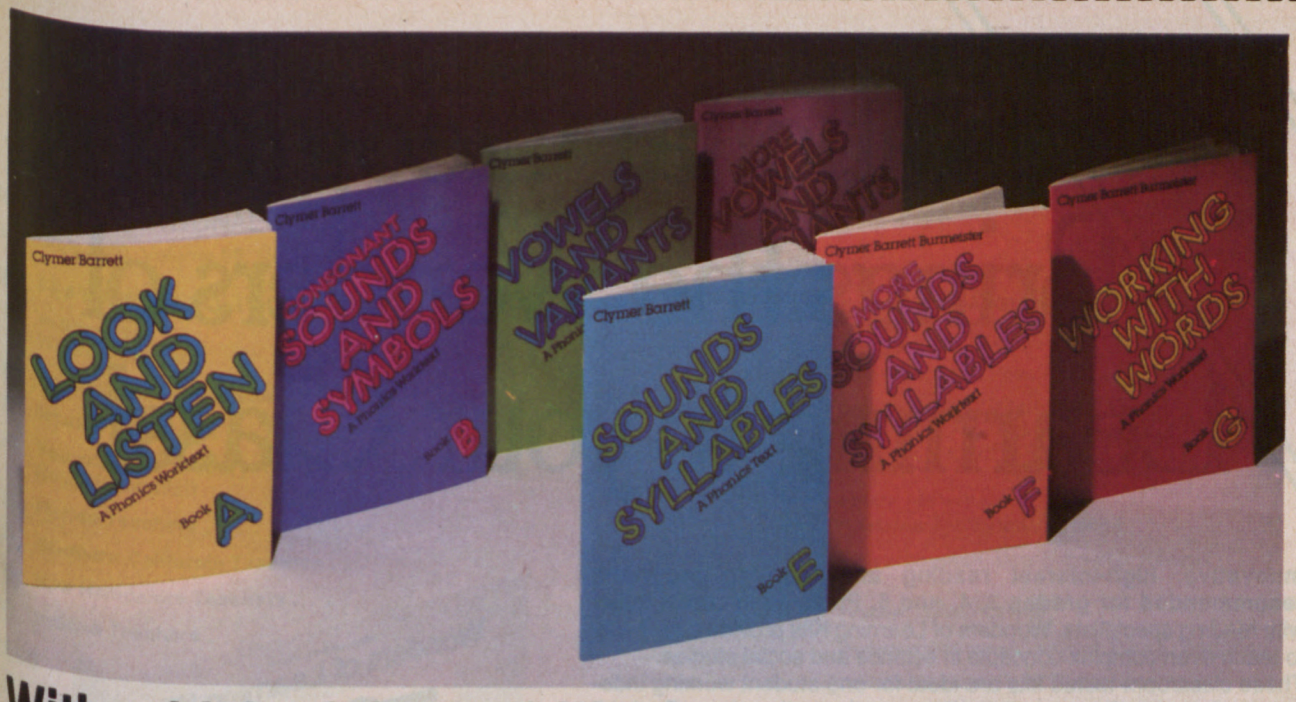

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TODAY'S EDUCATION

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February-March 1980, Volume 69, Number 1

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Editor: Walter A. Graves

Assistant Editor: Elizabeth E. Yeary

Staff Writer: Jane Power

Editorial Associates: Marian S. Clayton
Nancy R. Needham
Enyd W. Medas

Editorial Administrative Assistant: Marjorie L. Schleifer

Editorial Consultant: Lois Schaeffer Karasik

Publisher: Susan Lowell

Production and Business Consultant: Paul E. Bergman

Circulation Manager: R. K. Butler, Jr.

Advertising Manager: Robert F. O'Connor

Design: James J. Fisher

ADVERTISING OFFICES:

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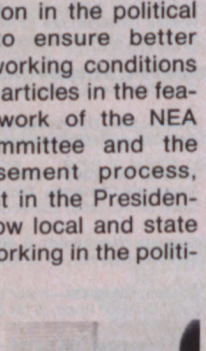
In This Issue

Welcome to the first three-edition issue of *Today's Education*. There is a General Edition, an Elementary Edition, and a Social Studies Edition. Each edition carries basically the same editorial matter in the front and the back; the center section is different.

The flag-and-apple cover design on all editions symbolizes teacher involvement in politics, which is the topic of the lead feature. Starting on page 26, this feature appears in each edition.

Titled "Politics 1980," the feature takes off with an editorial by NEA President Willard McGuire on the importance of teacher participation in the political process in order to ensure better schools and better working conditions for teachers. Several articles in the feature tell about the work of the NEA Political Action Committee and the Presidential endorsement process, teachers' involvement in the Presidential primaries, and how local and state teacher groups are working in the political arena.



If you received the General Edition, you will find in the center section an assortment of articles of general interest to teachers at various levels and in various subject matter fields. For example:

- The secret of good teaching by famous anthropologist Ashley Montagu.
- What teachers can do if their schools are closed down.
- A new program for first graders.
- Problems of teenagers who work after school.
- How teachers are learning to cope with mainstreaming.
- Giving the forgotten average students a break.
- Growing older gracefully in the classroom.
- Ways to teach children how to write poetry.
- Legislative action to bring about truth in testing.
- How a classroom teacher overcomes her personal problems.

If you received the Elementary Edition, you will find seven articles in the center section instead of those in the General Edition mentioned above. By the printer's sleight of hand, he has replaced the general articles with articles of special interest to elementary teachers. This in-depth pedagogical feature has as its theme "Learning from and with Children."

The elementary feature was planned by Monroe D. Cohen, former director of publications for the Association for Childhood Education International and editor of its journal, *Childhood Education*. In his introduction to the feature, he outlines the articles and points out that they call for a "return to first principles, to observe carefully and thoughtfully the children in our classrooms so that we can learn from them and with them."

Dr. Cohen also comments in his introduction that the slogan "proud to teach" (originated by former NEA President Lester Buford) is an appropriate subtitle for the feature's keynote statement by Eda J. LeShan. Her recollections of her own "paths toward understanding and appreciating the early years of growing and living" provide a philosophical framework for the rest of the feature.

If you received the Social Studies Edition, you will find six articles in the center section substituted for those in the General Edition and the Elementary Edition. The theme for these articles is "Freedom of the Press."

Merrill Hartshorn, executive secretary emeritus of the National Council for the Social Studies, served as guest editor for this feature. His articles are grouped into three parts, as he explains in his introduction to the Social Studies section: (1) substantive material for teaching about freedom of the press, (2) classroom teaching strategies, and (3) resources for teacher and classroom use.

The articles in this section, including an interview with Walter Cronkite, are designed to inform and help social studies teachers teach this important topic. Mr. Hartshorn states in his introduction that "the free press has the responsibility to ensure the public's right to know and to guard against secret government; our schools have a responsibility to prepare a citizenry able to understand the issues involved in the maintenance of that freedom."

Also changed from edition to edition are some of our "Continuing Features," "Classroom Tips," "NEA Publications," "Free or Inexpensive," and, of course, the contents page are somewhat different in the various editions.

For example, "Free or Inexpensive" items in the Elementary Edition are of special interest to elementary teachers; in the Social Studies Edition, to that group of teachers. The General Edition contains an assortment of items—some for teachers at every level. "Classroom Tips" in the Elementary Edition is concerned with good teaching techniques especially usable at the elementary level. Similarly, the General Edition contains an assortment of tips for teachers at every level.

Maybe we goofed in sending you the edition you have in your hands right now. Our decision was based on past records and on postcards returned from our September-October issue overcover. At any rate, maybe you'd like to receive a different edition in the future. If so, check the postcard facing page one in this issue and mail it to us soon. We can't send you other editions of *this* issue, but we can change your record for fall issues.

Eventually we hope to publish many other editions aimed at meeting more specialized interests and needs of our members. As these editions are developed, you will again be given a chance to tell us which edition you'd like to receive.

Soon a national readership study will gather from a sample of NEA members their reactions to and suggestions about specialized editions. Whether or not you are included in that sample, we hope you will write us and share your reactions and suggestions on this issue to meet more specifically the specialized interests and needs of our readers. We'll look forward to hearing from you.

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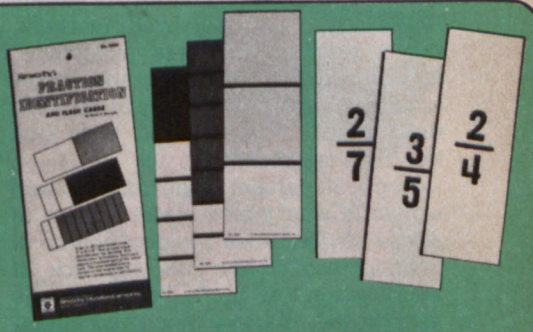

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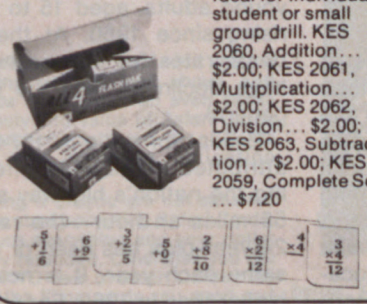

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Trends

Most Teachers Like Their Work, But Feel Stress

Two-thirds of teachers say their jobs are stressful, but 86 percent say that they usually or always like their work. So says the American Academy of Family Physicians, which surveyed teachers, family doctors, business executives, farmers, garment workers, and secretaries on their work and way of life. Only the garment workers liked their jobs less than teachers did.

About 38 percent of the teachers said workload was their biggest source of stress at work; their greatest source of unhappiness on the job was lack of appreciation. At home, like everyone except the doctors and executives, teachers said money was their greatest problem.

Tax Reforms Are Failing To Equalize Spending

During the last seven years, at least 22 states have enacted reforms in their school finance systems, usually in the name of equalizing spending or funding opportunities among school districts. The results have been mixed, according to *The Search for Equity in School Finance: Summary and Conclusions,* a report of a National Institute of Education study of reforms in California, Florida, Kansas, Michigan, and New Mexico.

Reform has contributed to an increase in statewide total spending for education and a reduction in local property tax rates for education. Tax rates in the different school districts are much more nearly equal than before. Progress toward equal distribution of revenues and of instructional expenditures per pupil has been small or nonexistent, however.

Overall, the outcomes have been mixed, and the reforms fall short of alleviating the conditions calling for reform.

Gifted and Talented Students Get More Attention

Seven years ago, only 1 out of 25 of the U.S. students considered gifted or talented were served by special programs, but by 1978, more than 1 out of 5 were, according to the Council for Exceptional Children (CEC). At least 34 states now encourage special programs for this group through either legislation or administrative policies, a CEC survey has found.

Between 3 and 5 percent of the school population are estimated to be gifted and talented.

College Women Now Outnumber College Men

About 50.7 percent of fall 1979 college and university students were women—an increase of 3.8 percent over 1978—according to the National Center for Education Statistics (NCES). NCES estimates that altogether 11.7 million students enrolled, a gain of 2.4 percent since fall 1978. NCES attributes the gain to increased enrollments in two-year colleges.

Death Rate for Young Rises

The death rate for U.S. teenagers and young adults, aged 15 to 24, has been rising since 1960. At the same time, death rates for every other age group have declined, says the U.S. surgeon general.

Except for a dip in 1974 and 1975—attributed to the initial effects of lowering the nation's highway speed limit to 55 miles an hour—the rate for 15- to 24-year-olds has risen or remained the same each year. It is now 13 percent higher than in 1960. For adults 25 to 64, the rate declined 16 percent during that same period.

More and more young people, especially men, are dying in auto accidents and by murder and suicide. Experts blame drinking and unemployment, among other factors. According to a Johns Hopkins University sociologist, unemployment, by increasing frustration, increases the likelihood of homicide, suicide, and accidents.

U.S. Students Have Trouble with Math Problem Solving, Study Shows

Although U.S. students generally can handle the mechanics of mathematics, many of them have trouble applying these basic skills to everyday problems, according to the National Assessment of Educational Progress (NAEP). The NAEP's 1978 survey of mathematics achievement of 9-, 13-, and 17-year-olds showed that many students also don't understand such concepts as fractions, decimals, and percentage. Since 1973, the first year NAEP surveyed mathematics achievement, overall math scores of the three groups declined 1 percent, 2 percent, and 4 percent, respectively.

On a simple multiplication word problem that contains numbers not needed to solve the problem, 23 percent of the 13-year-olds multiplied together all the numbers mentioned. Only about 10 percent of the 17-year-olds could figure the unit cost for electricity when shown an electric bill that contains extraneous information.

NEA Helps Sponsor Academic Freedom Group

NEA and seven national organizations have formed a coalition, the Academic Freedom Group, to alert educators to the high incidence of educational censorship and the seriousness of its consequences. The coalition further seeks to develop educators' skills in preventing or successfully opposing destructive criticisms of educational programs or materials. The Group is carrying out this information and education program through a series of regional workshops.

Blacks Are Underrepresented on Southern Faculties

Only 8 percent of the faculty members at public higher education institutions in the South are Black, according to the Southern Regional Education Board, while 18.8 percent of the population in the South is Black and 15.1 percent of college students in the South are Black.

Blacks make up 67.7 percent of the faculty in predominantly Black institutions and 3.0 percent of the faculty in institutions where Blacks are 5 to 50 percent of the enrollment. Black faculty members are also less likely than White faculty members to hold tenure or the rank of full professor or to have earned a doctorate.

A report on the subject is available from the Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, GA 30313.

Most College Graduates Are Satisfied with Their Jobs

Underemployment may be less of a problem for college graduates than many people think, according to the findings of a survey published by the

(continued on page 10)

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Trends

(continued)

College Placement Council (CPC). More than four-fifths of the graduates of the 1970's who responded to the survey said they were either "very" or "somewhat" satisfied with their jobs. One-third said they were underemployed and would like a more challenging position.

The majors that graduates had found most likely to provide preparation for jobs were business, engineering, and education. The study found that college prepares graduates for their first job after graduation more than for jobs they move into later on.

The report, *College Education and Employment—The Recent Graduates,* is available for $9.95 from the CPC Foundation, P.O. Box 2263, Bethlehem, PA 18001.

NEA Takes Part in Citizen/Labor Energy Coalition

NEA is one of more than 200 organizations involved in the Citizen/Labor Energy Coalition (CLEC) campaign to educate and mobilize citizens on energy issues. CLEC is promoting a comprehensive national energy policy that protects the interests and rights of the consumers, especially working people, the elderly, and the poor.

The Coalition's proposed legislative program includes reimposition of price controls on crude oil, heating oil, and natural gas; appointment of a special prosecutor to investigate shortages; legislation to ensure that refineries run at full capacity; and establishment of a taxpayer-owned energy corporation to compete directly with the oil companies.

For more information about CLEC, write to the Coalition at 600 Fullerton St., Chicago 60614.

Working Women Face Obstacles

The gap between men's and women's earnings did not change from 1967 to 1978, according to the *Monthly Labor Review* of the Bureau of Labor Statistics. The median earnings of all women remained about 60 percent of those of all men.

In May 1978, 37 percent of all full-time workers and 67 percent of persons earning less than $125 a week were women. Five percent of the first category and 10 percent of the second were Black women; 2 percent and 5 percent, respectively, were Hispanic women.

Eighty percent of U.S. working women—those in low-paying, low-status jobs—face serious obstacles in getting the education they need, according to *Working Women Speak: Education, Training, Counseling Needs,* issued by the National Advisory Council on Women's Education Programs. The main problems the women cite are lack of money and time, child-care responsibilities, sex discrimination, limited types of training, and personal insecurity.

Textbooks Still Largely Ignore Women

A 1978 update of a 1974 survey shows that U.S. high school history textbooks have improved their treatment of women, but not much, according to the Feminist Press. The books improved most in eliminating sexist language and in including women in illustrations.

The texts, however, the Press points out, continue to be organized around political and military events, so that "the history of all oppressed groups—not only that of women—is underrepresented. The objective has been to include these groups within 'the mainstream of history,' rather than to raise questions about what 'the mainstream of history' is."

To obtain a reprint of the article in which these findings appear and an annotated guide to current high school U.S. history texts, send a business-sized, self-addressed, stamped envelope to the Feminist Press, Box 334, Old Westbury, NY 11568.

Arts-in-Education Group Seeks Advocates

The Arts, Education, and Americans, Inc. (AEA) has launched a major advocacy program to help secure for the arts a greater role in U.S. education. The program includes a public awareness campaign and a free consumer information service.

Those who enroll in the program will receive a newsletter and monographs on issues and programs related to the arts in education. They will also have access to speaker referral services and informal consultation.

To subscribe to the free AEA National Advocacy Program for Arts-in-Education, write to The Arts, Education, and Americans, Inc., Box 5297, Grand Central Station, New York 10017.

NEA Reports on Salaries in Higher Education

In 1977-78 the median nine-month faculty salary in public four-year colleges was $17,818, according to NEA figures. At public universities with enrollments of more than 10,000, it was $19,560. The highest median salary was $20,090, for faculty at nonpublic universities with enrollments of more than 5,000.

Women comprised 22.5 percent of the faculty on nine-month contracts at all four-year institutions and 24.5 percent at public four-year colleges. Their median salary was 85.4 percent of the median salary of all faculty.

The report, *Quartiles of Faculty Salaries Paid in Higher Education, 1977-78,* is available for $1.35 (to NEA members, Stock No. 1669-6-00) and $3 (to nonmembers, Stock No. 1669-6-10) from NEA Distribution Center, the Academic Bldg., Saw Mill Rd., West Haven, CT 06516.

Federal Government Describes Legitimate Affirmative Action

Last fall, the U.S. Office for Civil Rights (OCR) gave colleges and universities some suggestions for increasing their enrollment of minority students.

OCR says that voluntary affirmative action may include, but is not limited to, the following:

- Considering race, color, or national origin as a positive and important factor in selecting students.
- Increasing recruiting in predominantly minority institutions and communities.
- Using alternative admissions criteria when traditional criteria are not predictive of success for minority students.
- Providing special services to help disadvantaged students meet admissions requirements.
- Establishing numerical goals to achieve the desired composition of the student body.

Students' Costs Rise 5 Percent at Public Universities

Median total charges for tuition, fees, room, and board for students at major U.S. public universities for 1979-80 were 5 percent higher than in 1978-79, according to a report of the National Association of State Universities and Land-Grant Colleges (NASULGC). The increase in the Consumer Price Index from July 1, 1978, to July 1, 1979, was 9.3 percent.

This year's median total charges for a state resident are $2,333; they are $3,667 for a student from out-of-state.

The report, *1979-80 Student Charges at State and Land-Grant Universities,* is available free from the Office of Communication Services, NASULGC, One Dupont Circle, N.W., Suite 710, Washington, DC 20036.

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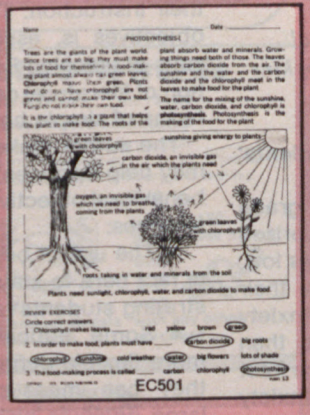

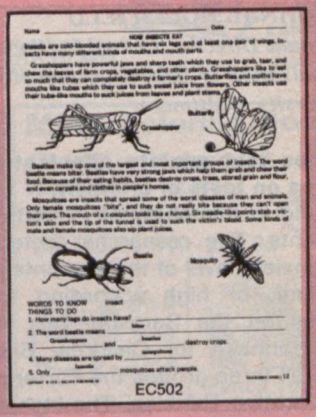

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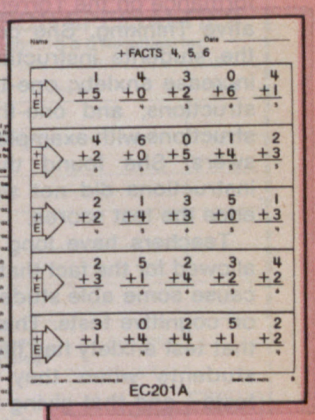

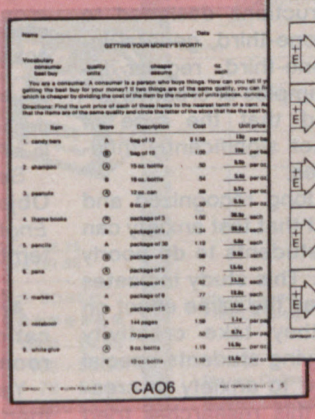

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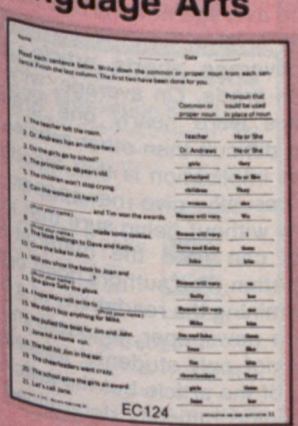

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_____EC206 Basic Multiplication (Facts 0-6)
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_____EC209 Basic Division (Facts 7-12)

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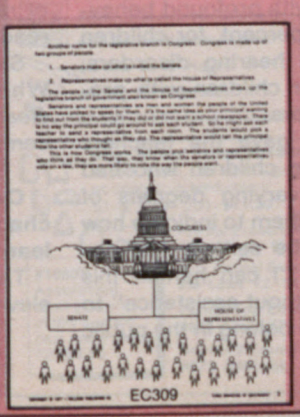

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Research Clues

By JOHN H. HOLLIFIELD
Assistant Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore.

Does test anxiety affect students' scores on tests of creativity?

It did in this study of 72 sixth grade students. The researcher categorized the anxiety level of the students as low, medium, or high according to their scores on the Sarason Test Anxiety Questionnaire for Children. She then gave all three groups the Torrence Test for Creative Thinking. The high-anxiety students scored significantly lower on the test than the others did.

The researcher also looked for effects of different types of instructions on performance on the Torrence Test for Creative Thinking. She gave one-third of the students instructions designed to increase anxiety; one-third, general instructions; and one-third, regular instructions with examples of creative answers. She found that the type of instructions did not significantly influence the test scores.

Teachers have long recognized and allowed for the fact that test anxiety can cause some able students to do poorly on cognitive tests. This study indicates that test anxiety has the same effect on students when they take creativity tests—and that giving students special instructions related to anxiety or creativity of the kind this researcher tried does not affect scores on creativity tests.

See Landa L. Trentham. "Anxiety and Instruction Effects on Sixth-Grade Students in a Testing Situation." *Psychology in the Schools* 16: 439-43; No. 3, 1979.

Should English teachers use behavioral objectives?

Yes, says this author in a review of the struggle between opponents and proponents of the use of behavioral objectives to measure performance in English.

The argument for objectives is, essentially, that teachers can describe and therefore measure much of what is taught in English classes in terms of students' observable uses of English. Behavioral objectives therefore help English teachers maintain quality of instruction and measure the results of their instruction. The argument against objectives is, essentially, that the results of teaching English (e.g., appreciation of literature) cannot be measured in terms of simple behavioral objectives.

The author makes three points which may help opponents and proponents of behavioral objectives reconcile their differences:

- The use of behavioral objectives is in fact here to stay as a way of demonstrating students' achievement.
- Some educators are proposing more flexible definitions of behavior so they can measure progress toward large goals as well as toward detailed objectives.
- Many educators are recognizing that although the use of behavioral objectives is helpful, it is not a panacea.

The author concludes thus:

> . . . if we accept the premise that to be effective, teachers ought to know what their goals are and when they have been achieved . . . then formulating behavioral objectives ought to be a reasonable, and perhaps indispensable, starting point for good instruction in all courses, including English.

See Marna Brockhoff. "Behavioral Objectives and the English Profession." *English Journal* 68: 55-59; No. 6, September 1979.

Are teachers willing to provide educational opportunities in their classrooms for handicapped children?

Yes, according to this study of 34 elementary school and 33 secondary school teachers. Almost all the teachers were willing to provide educational programs in their classrooms for children with borderline and mild handicaps. More than half were willing to provide programs for children who were moderately to severely handicapped. In addition, 9 percent were willing to provide programs for children who were profoundly orthopedically handicapped; 30 percent, for those with profound behavioral disorders; 50 percent, for children who had profound hearing disorders; and 27 percent, for children with profound visual disorders.

The researchers gave the teachers vignettes describing children who had the handicaps in varying degrees of severity and asked them to indicate how each child should be served. The options ranged from "I can handle this child in my class without assistance" to "This child does not belong in the public school," with four options in between.

Generally speaking, teachers were highly willing to integrate the handicapped into their classrooms; their willingness to accept children with different kinds of handicaps varied greatly, however. Only 12 percent were willing to set up classroom programs for children with moderate mental retardation, but 92 percent were willing to provide programs for children with moderate behavioral disorders. No teacher wanted to provide programs for children who were severely mentally retarded.

The authors feel that teachers view working with children with intellectual handicaps as far more difficult than working with children with behavioral problems or sensory or other physical handicaps. The authors stress, however, that their most important finding is that teachers are in general willing to participate in integrating most handicapped children into regular classrooms.

See Alfred Hirshoren and Thomas Burton. "Willingness of Regular Teachers To Participate in Mainstreaming of Handicapped Children." *Journal of Research and Development in Education* 12: 93-100; No. 12, Summer 1979.

Are newspapers easy reading?

Not as easy as most people assume, according to this study. The authors applied the Fry and the Dale-Chall readability formulas to 40 newspaper articles, 20 dealing with international and national news and 20 with sports.

The average news article had a readability level of tenth-to-eleventh grade, the average sports article, sixth-to-eighth grade. On average, wire-service articles were nearly one grade level more difficult than other articles.

The implication is that teachers cannot casually give newspaper assignments without being sure that their students can read the material without frustration. The authors point out that in determining the readability of a passage from a newspaper, teachers must consider not only students' interest in the topic of the article but the article's level of reading difficulty determined by the readability formulas.

See Jerry L. Johns and Thomas E. Wheat. "Newspaper Readability." *Reading World* 18: 141-47; No. 2, December 1978.

Can classroom meetings help change the inappropriate behavior of learning disabled children?

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(continued on page 16)

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Research Clues

(continued)

abled boys in her class, a teacher tried out two types of classroom meetings described by William Glasser in *Schools Without Failure*. Every day for eight days, the teacher held two types of classroom meetings: open-ended meetings in which the class discussed thought-provoking questions on general topics and meetings in which the students discussed their specific social behavior in school. The rate of verbal arguments between two classmates decreased from 3.79 per day to .25 per day; that of verbal arguments involving more than two classmates, from 1.21 to .38 per day; and that of physical confrontations, from .38 to .13 per day.

The authors note several factors that limit the validity of their findings.

- The teacher they studied had already spent two years with the students and had strong rapport with them.
- The students were used to having discussions about solving problems.
- The teacher—rather than an impartial observer—recorded the data on the number of verbal arguments and physical confrontations.

Nonetheless, teachers may want to look at Glasser's classroom meeting techniques as possible ways to reduce disruptiveness in the classroom.

See Paula Marandola and Steve C. Imber. "Glasser's Classroom Meeting: A Humanistic Approach to Behavior Change with Preadolescent Inner-City Learning Disabled Children." *Journal of Learning Disabilities* 12: 383-87; No. 6, 1979.

Can the location of a testing session affect students' test performance?

Yes, according to a study which found that students' scores on tests were significantly lower when they were moved out of their regular classrooms to take the tests. The researchers examined the scores on six weekly quizzes of 50 students in two college geography sections.

On one occasion each section took the quiz in a classroom other than their regular one. The students' scores dropped significantly. Interestingly, the scores of students who had previously been performing the best suffered the most—their error rates went up more than did the rates of the students with lower average scores.

The authors believe the study produced these results because students use cues available in the classroom where they have learned material to answer test questions on that material. Switching the environment removes the cues and leads to poorer performance. The switch has the greatest effect on the better students, who probably had been making better use of the cues than the poorer students had.

The main implication for teachers, according to the authors, is that they should be aware that the setting for a test makes a difference in test scores. Therefore, teachers should try to standardize conditions in which their students take tests. Although this study involves college students, the point deserves the consideration of elementary and secondary school teachers.

See Richard L. Metzger, Pamela F. Boschee, Terry Haugen, and Barbara L. Schnobrich. "The Classroom as Learning Context: Changing Rooms Affects Performance." *Journal of Educational Psychology* 71: 440-42; No. 4, 1979.

How can schools improve students' self-concepts?

This article identifies seven strategies that have been devised to improve students' self-concepts, reviews the research literature about each, and identifies the ones that seem to work. The seven strategies are these:

- Direct encouragement—provision of information that improves a student's self-concept directly (e.g., saying "That's really good" or giving the student a report of his or her high score on a test).
- Affective programs—programs that involve the students in the process of changing themselves (e.g., counseling, sensitivity training).
- Racial study programs—courses that show the accomplishments of members of minority groups.
- Parent education programs—programs that educate parents to change their behavior in order to improve their children's self-concepts.
- Tutorial programs—programs in which low-achieving older students tutor younger students.
- Selected types of organization—learning environments that are conducive to improving students' self-concepts (e.g., open classrooms, team teaching).
- Opportunities to become competent—experiences that provide success (e.g., in an academic skill or in completing a course).

The authors conclude that the research shows that affective programs, racial study programs, tutorial programs, and opportunities to become competent are effective in improving students' self-concepts. Direct encouragement is not effective, and the jury is still out on types of organization and on parent education programs.

The authors' review of the research is skimpy, and their most recent citation is 1971. Therefore, their conclusions are suspect.

Despite the flaws in this study, however, it is important because of what it attempts to do: identify an educational problem (the need for improving students' self-concepts), organize the strategies available to deal with the problem, and bring research evidence to bear on the strategies. This type of synthesis of education research needs to be done more often to give schools and teachers a coherent picture of which educational strategies may be effective for which purposes. It also must be done well to avoid premature conclusions, however.

See Harvey Leviton and John Kinal Jr. "Intervention Strategies for Promoting Self-Concept." *Academic Therapy* 14: 535-46; No. 5, May 1979.

When teachers think students have severe school problems, are the students and their parents likely to agree with them?

Not at all, according to this study of 180 students, ages six to 18, who were referred by school staff for clinical assessment and consultation because of school problems.

The students, their parents, and their teachers filled out separate questionnaires that listed seven aspects of the students' schoolwork, attitudes, and behavior. On each item, they rated the students on a six-point scale, from very poor to excellent.

The students' ratings of themselves were consistently more positive than those of their teachers. In Effort in School, for example, only 16 percent of the students rated themselves poor or very poor; 35 percent of the parents rated their children poor or very poor, and the teachers rated 67 percent of the students poor or very poor.

These results imply that teachers should be aware of the communication gap they may face when trying to help a student who's not doing well, especially when they seek parental help. As the first step, both students and parents may need to be convinced that a severe problem really exists.

See Howard Adelman, Linda Taylor, Williamson Fuller, and Perry Nelso "Discrepancies Among Student, Parent, and Teacher Ratings of the Severity of a Student's Problems." *American Educational Research Journal* 16: 39-41; No. 1, Winter 1979. □

Letters

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

Teacher Burnout

Articles such as those in your special feature on teacher burnout (November-December) are comforting because they help a teacher like me realize that I am not the only one who is frustrated and discouraged. This burnout phenomenon totally drains me of my emotional and physical reserves.

Teachers now have to deal with physically, emotionally, and mentally handicapped students in their classrooms. A conscientious teacher wants to see these students succeed. This responsibility can be very emotionally taxing indeed.

—Joan Mary Macey, *art teacher, Benjamin Franklin Elementary School, Binghamton, New York.*

I enjoyed Dorothy Moe's prescription for teacher burnout.

Five years ago I took a sabbatical leave for travel because I needed to renew myself. I purchased Greyhound's Ameripasses and traveled through Indiana, Missouri, Colorado, Texas, New Mexico, Oklahoma, Illinois, Tennessee, and Florida. It was great! I returned to teaching with new vigor.

—Mary C. Bradley, *fourth grade teacher, Gaskill School, Jeannette, Pennsylvania.*

"A Prescription" by Dorothy Moe in the feature on burnout gives the most irresponsible and inappropriate response imaginable to how teachers can prevent burnout. Our educational system is collapsing largely because of the social attitudes Ms. Moe advocates—get into yourself, do what you want to do, avoid your "erroneous zones."

The only way we are going to repair the system is to become more involved and to take on more responsibility—not individually to the point where we burn out, but collectively, together with our colleagues. Teachers are going to have to use their unions and professional organizations to deal with the incredible problems presented by a society that has increasingly less to offer young people and that views education as an unnecessary luxury.

The last thing we need is teachers who have decided to deal with the problem by forgetting about it.

—Michael Engel, *Department of Political Science, Westfield (Massachusetts) State College.*

The November-December editorial, "Teacher Burnout," leads one to believe that teaching suddenly has become a job that taxes a person's physical and mental abilities to the limit. I fail to see the justification for that statement.

In describing the causes of teacher burnout, NEA President Willard H. McGuire speaks of violence and vandalism, inadequate salaries, oversized classes, and insecurity and anxiety. But teachers have always had to contend with these conditions. In the thirties, for example, even though there was less violence and vandalism than there is today, teachers certainly experienced insecurity and anxiety and were paid inadequate salaries. Yet we heard nothing about teacher burnout in those depression years.

I am not advocating a return to the conditions of the thirties or to the forties, a decade which was not much better for teachers. I wonder, however, why teachers today who experience the same adverse conditions that teachers in the thirties and forties experienced feel burned out. Perhaps it is time to admit that some teachers bring burnout upon themselves.

—Herbert E. Steingass, *physics and chemistry teacher, West Geauga High School, Chesterland, Ohio.*

Commitment to Education

In "Leave Them Alone To Do Their Jobs" (November-December), Vice-President Mondale discusses the profound commitment of our society to educate all our children. He emphasizes that it will take two things to honor this commitment: teachers and money. I'd like to add a third necessary ingredient—parents and a general public who understand, cooperate with, and support the schools.

The teaching profession and its local, state, and national organizations must accept the major responsibility for developing the support of parents and the public for the schools. They can do this by expanding their contacts with parents, holding meetings with the public, and interpreting school programs and objectives and educational research for parents and the public. Such activity can, should, and will make a difference. More voices must speak out for education as the prime factor which strengthens our democracy, improves our economy, increases our national security, enriches our lives, and provides the greatest incentive for human justice and freedom for mankind.

—Corma A. Mowrey, *former NEA president, Leesburg, Florida.*

Right-To-Life Rebuttal

Right-to-lifers like James W. Van Wormer, whose letter to the editor appears in the November-December issue, should hardly be granted space in a national magazine of the stature of *Today's Education.* With their emotional appeals, they hope to convince teachers to teach children their biased viewpoint.

Mr. Van Wormer's personal ideas and opinions should remain personal. Printing them in *Today's Education* gives them a sanction I believe they hardly merit.

—Sally Schober, *media specialist, Caldwell/West Caldwell (New Jersey) Public Schools.*

Teaching Writing

I read with interest Frances Spielberg's statement in the symposium "How Some Teachers Teach Writing" (September-October) on using grammar to teach geometry. In my seventh grade English class, I use the language of math to teach grammar.

To teach the concept of a linking verb, for example, I explain that the linking verb performs the same function as an equal-sign in an equation. Just as what is on the left and right sides of an equal-sign must be equal in value, what comes before and after a linking verb in a sentence also must be equal.

Once I teach the concept of the linking verb, teaching the predicate nominative and predicate adjective is easier.

—Tina Mason, *English teacher, Five Points Junior High School, Fairborn, Ohio.*

Teaching Is Loving

Gloria Cosgrove Chantland coined the perfect motto for our teaching profession when she titled her article "Teaching Is Loving Something So Much that Your Students Learn To Love It Too" (September-October). Obviously, she experienced what teaching is all about.

—Claudia L. Dodson, *Charlottesville, Virginia.*

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Teacher Opinion Poll

Financing Education

Many teachers believed a movement to reduce or limit property taxes was likely to occur or was already under way in the community where they teach, according to the NEA Nationwide Teacher Opinion Poll that was completed in May 1979. One-sixth of respondents reported that a movement to reduce property taxes had already begun in their district, and another two-fifths felt such a movement was likely to occur.

Many more teachers in the West (11 percent) than in the Northeast (11 percent), Southeast (6 percent), or Midwest (10 percent) reported that such a movement had already begun. Teachers in the West were also far more likely to believe a movement of this kind would occur if it had not already done so.

Two-thirds felt the schools could not get along with less money and still provide a good education for children. Seventy-seven percent felt that federal revenues for funding public elementary and secondary education should be increased, and 74 percent thought state revenues should be increased. At the same time, 64 percent felt that local revenues for education should be decreased.

If expenditures had to be reduced significantly because of loss of revenue, respondents would have preferred large cuts in extracurricular activities, building construction and remodeling, number of administrators, and number of subject matter specialists to reductions in teachers' salaries or numbers. They were far less likely to opt for cuts in special education, libraries, or health services.

If the school system budget were cut so much that either teachers' salaries or numbers of teachers had to be reduced, however, 84 percent of respondents felt their school system would reduce numbers of teachers. Seventy percent said that if faced with that hard choice, they preferred that kind of cut.

In a related question, only about one-third of respondents felt President Carter's wage/price freeze would help control inflation. Seventy percent felt it would benefit management more than labor.

—NEA Research.

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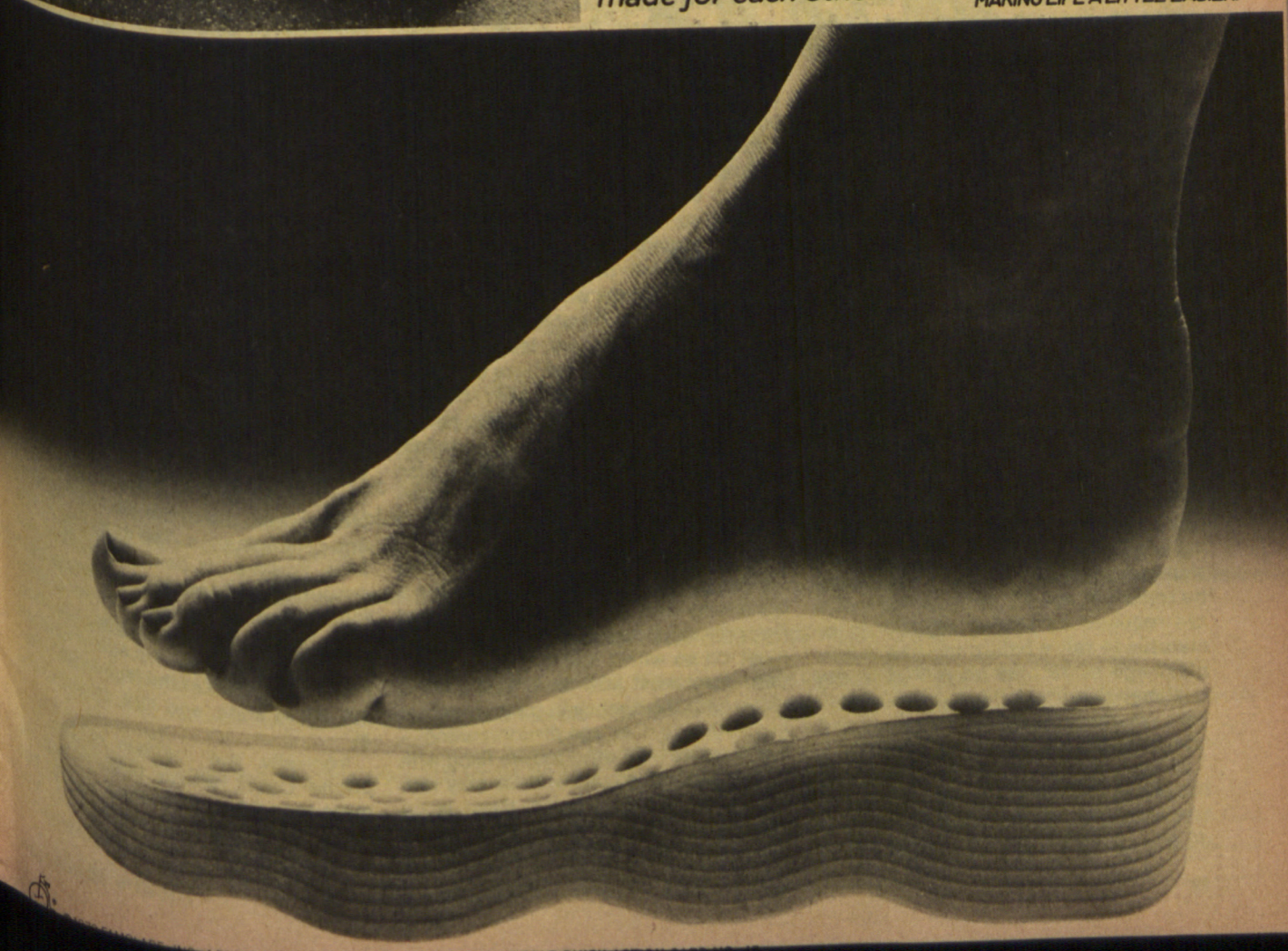


The Teacher and the Law

Compulsory Retirement

Age 65—long a milestone associated with tearful catered dinners, gold watches, and "mature" Sunbelt communities—has joined the ranks of the ordinary birthdays, thanks to a powerful piece of federal legislation: a 1978 amendment to the Age Discrimination in Employment Act (ADEA). Now most employees may not be mandatorily retired before the age of 70, because the amendment extends the age limit for coverage under ADEA from 65 to 70 and definitively bans compulsory retirement of those covered, even when they are members of a bona fide retirement plan.

Exceptions to the law affect some educators. Under an exemption in the statute, tenured faculty in higher education may be retired at age 65 until July 1, 1982. After that, they will receive the full ADEA protection guaranteed other workers. (Apparently faculty in this category were singled out in response to a perceived need to retire senior faculty in order to diminish the glut of unemployed Ph.D.'s roaming the country in search of work.)

In addition, for teachers and others working under collective bargaining agreements that were in effect in September 1977, coverage under the retirement provision was delayed until the contracts ended or until January 1980, whichever came earlier.

Teachers who are federal employees, on the other hand, no longer face mandatory retirement at any age. Congress, which sets no upper age limit on its own members, extended this same policy to federal employees.

Other categories of employees are also exempt from the new amendment's retirement provisions, but their ranks are not likely to include teachers. One such group is individuals employed in bona fide high executive or policy-making positions, who are entitled to a pension of at least $27,000 a year; they may be retired at age 65. Also, workers who are required by federal regulations or statutes to retire before the new retirement age of 70 may be retired at the designated ages if the age limitations "are clearly imposed for the safety and convenience of the public."

Along with the retirement provision, the law grants other significant protection to employees between the ages of 40 and 70. Employers may not discriminate against this group in hiring, firing, or paying salary or wages. Labor organizations, including NEA and its affiliates, and employment agencies also are prohibited from discriminating against these workers.

Employers may apply age limitations only where they are "necessary to the normal operations of the particular business," and the burden of demonstrating the need is on the employer, according to ADEA regulations. Physical fitness examinations and requirements are permitted only if they are applied uniformly and relate to the specific work required.

Differences in employee benefits are allowed when they are justified by demonstrable "actuarially significant cost considerations," but employers may not spend less on older workers than they do on younger ones. Such benefits as uninsured sick leave or vacation leave must be provided equally, but other benefits may reflect verifiable differences in costs. For example, higher expenses for such items as life insurance may result in smaller benefits for older workers or in greater employee contributions by older workers who are under a voluntary plan.

Employers may comply with the regulations on benefits either by demonstrating equity for each benefit provided or by providing an overall benefits package which complies with the requirements. Those who choose the latter method must be able to prove that they are spending no less on older workers than they would have under the benefit-by-benefit approach. On the other hand, the regulations also permit restrictions on an employee's participation in a contributory retirement plan after he or she reaches the plan's normal retirement age and continues to work.

Those who believe they have been the victims of ADEA violations should file a complaint with the Equal Employment Opportunity Commission (EEOC). They must do so within 180 days of a violation. They must also have filed a complaint with the agency in their state that has authority over age discrimination—if one exists—60 days before filing with EEOC. For individuals who file only with a state agency, however, there is no danger that the proceeding will eat up the entire EEOC time limit for filing; the law also gives complainants 30 days after termination of state proceedings to file a complaint with EEOC—regardless of when the alleged violation took place.

Parties may not privately file suit until 60 days after they have filed a charge with EEOC. The hope is that the agency may successfully conciliate the parties and prevent the need for litigation. Suits must be filed within two years of the alleged violation or within three years if willful violation is charged. Under the new amendment, an extra year may be added to both these times to allow the government to conciliate if EEOC indicates that it plans to try to conciliate the dispute.

Until July 1, 1979, ADEA was under the authority of the Department of Labor (DOL). At that time, as part of a civil rights reorganization, the authority for the statute was transferred to EEOC.

Francis V. LaRuffa, supervisor of EEOC's ADEA Unit, says the agency is analyzing all the Department of Labor's ADEA interpretations "with an eye toward issuing its own guidelines." In the interim, DOL's regulations will continue to be in effect.

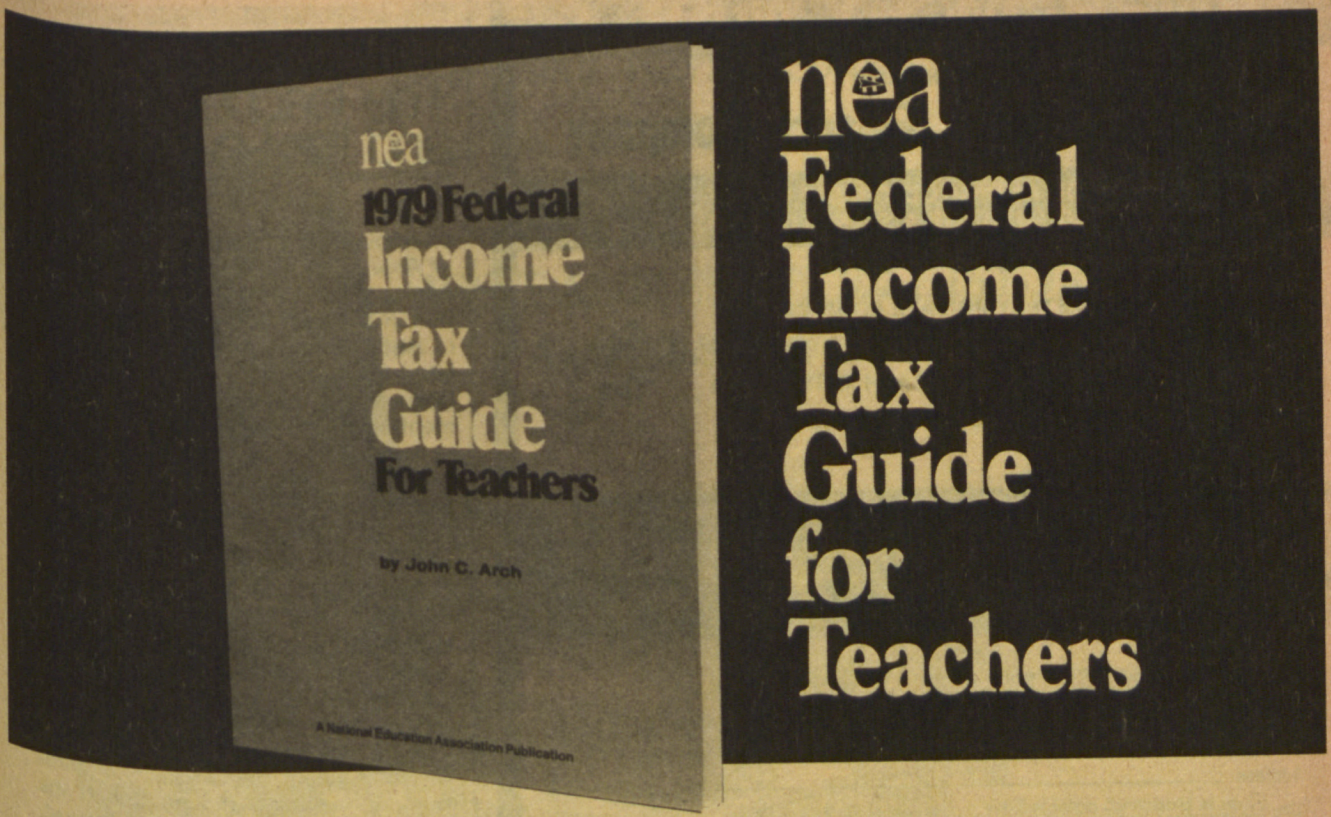
Traditionally, EEOC has favored large-scale, high profile investigations and lawsuits with wide-ranging effects rather than attempts to remedy individual complaints. The agency's record on ADEA has yet to develop, but shortly after its assumption of responsibility for ADEA, EEOC publicly announced that it was filing an age discrimination suit against the Leo Burnett Company, the nation's third largest advertising firm.

LaRuffa says the agency does not yet know which problems most complainants cite or in which areas of employment most complainants work. EEOC has no statistical breakdown of the number of ADEA complaints in the field of education, for example.

Some might think that the ADEA is unnecessary for public employees. They may assume that the Equal Protection Clause in the Fourteenth Amendment to the Constitution provides public employees with adequate security against age discrimination. The case law in this area, however, is neither definitive nor encouraging. Some federal courts have found equal protection violations where age discrimination is proven, but most have concluded that the age limitations in question were in the legitimate interest of the state, and thus constitutional.

Ironically, the Justices of the Supreme Court, whose average age is more than 66, have in their rulings not been supportive of victims of age

(continued on page 22)



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The Teacher and the Law

Continued

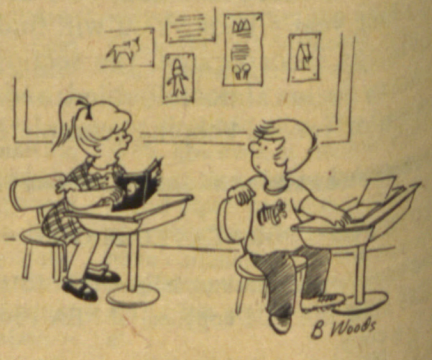
discrimination. In *Massachusetts Board of Retirement* v. *Murgia* (1976), for example, the Court rejected the argument that mandatory retirement of Massachusetts state policemen at age 50 violated the Equal Protection Clause. The Court found that the physical requirements of the job made the age limit "rationally related to the State's objective." In another decision, *Vance* v. *Bradley* (1978), the Supreme Court upheld mandatory retirement of Foreign Service personnel at age 60. The plaintiff had argued that the disparate treatment of Foreign Service employees relative to other federal workers was unconstitutional, but the Court concluded that the reasons stated for the policy met the legitimate state interest test.

The Court has not yet ruled on the constitutionality of compulsory retirement of teachers, though it had the opportunity to do so last year. Instead, it let stand two decisions upholding mandatory retirement of teachers and one decision finding such a policy in violation of the Constitution.

The court decisions invalidating the mandatory retirement of teachers have found teaching to be an activity which is not impaired by age and which often may be improved by it.

ADEA calls upon the Secretary of Labor to conduct a study which, among other assignments, is to investigate the possibility of lifting the 70-year limitation and flatly banning all age discrimination. Perhaps some day retirement will represent a voluntary change in lifestyle, rather than mandatory banishment from the workplace.

—Barbara Stein, *NEA Teacher Rights.*



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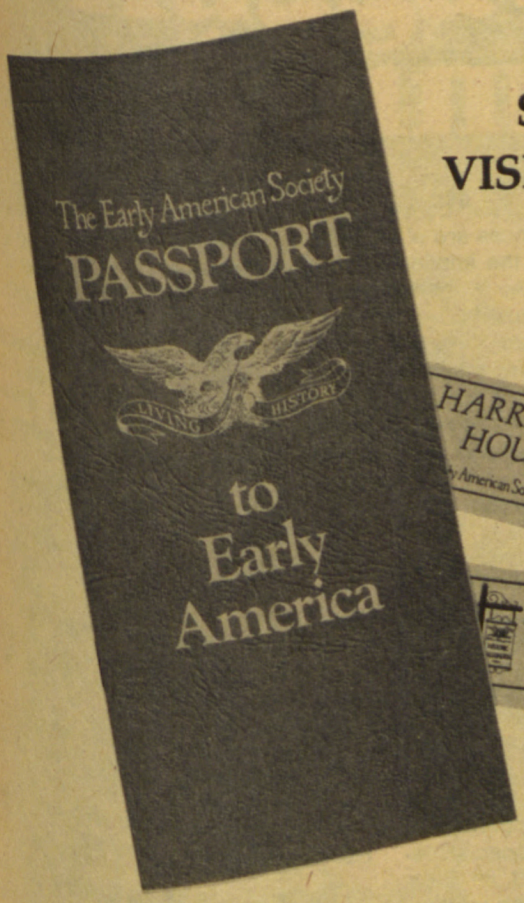

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The Teacher as a Consumer

Warranties and Guarantees

If you buy a toaster that won't toast or a freezer that won't freeze, are you protected?

Yes. You can return either device to the seller and get satisfaction. It's your legal right.

All products have some kind of warranty or guarantee (the words mean the same thing). Warranties are meant to protect consumers against shoddy merchandise, whether sold to them by mistake or by intention.

For you, as a teacher, warranties are important in two ways. For you, as for others, they reduce the chance of expending part of an already stretched paycheck on bad merchandise. They also can assure you that the equipment you use in your classroom is reliable—or at least is intended to be.

The idea of a warranty is simple, but warranties themselves are not. The most common type is the unwritten *implied warranty,* which provides a minimum protection for buyers. All states have laws recognizing implied warranties for all products sold within their borders. An implied warranty exists whether or not it is accompanied or supplemented by another kind of warranty.

Implied warranties cover two different kinds of characteristics: *merchantability* and *fitness for a particular purpose.* Your rights in regard to the toaster and the freezer exemplify the implied warranty of merchantability. You have a right to expect a product to do what it is expressly sold to do.

On the other hand, your school may purchase a movie projector that seems to work well. After you use it a couple of times, however, you discover it is permanently scratching the films going through. At the time of purchase, the projector was obviously "merchantable," but later it proved that it was not "fit" for use. The buyer—you or your school—has the right to expect a product to be fit to do what the seller (or the salesclerk or advertisment that represents the seller) specifically claims the product can do.

The only way a manufacturer or a seller of an item can escape from the implied warranty is to state specifically in writing that the item is sold "as is"—that the seller will assume no legal responsibility for performance or repairs after the sale. Used cars and demonstration models of appliances are often sold "as is." Even so, the implied warranty laws of seven states (Kansas, Maine, Maryland, Massachusetts, Mississippi, Vermont, and West Virginia) place a heavy burden on the seller to prove why a consumer with a reasonable complaint should not be satisfied, *regardless* of what notice the seller may have given to the contrary.

On the other hand, a salesclerk or an advertisement may promise a lot of things to a customer, but promises that go beyond the specific warranties on the product (whether implied or written) may not help that customer when repairs are needed.

Although they are not legally required, *written warranties* are found on most products today. Manufacturers and sellers know that consumers look for some assurance of quality in the things they buy. Careful shoppers compare not only the prices and special features of different models of an item; they also compare the written warranties that accompany those models.

The federal Magnuson-Moss Warranty Act, which went into effect in 1975, requires written warranties to be published in straightforward English and easy-to-read type (not the old "fine print"). Even among these written warranties, however, there are differences between *full* and *limited.*

According to the federal law, if you buy a product with a *full* written warranty, you can expect a number of things:

- A defective product will be fixed or replaced—and removed and reinstalled if necessary—free.
- The product will be fixed within a reasonable time after you complain.
- You will not have to do anything unreasonable to get service (such as shipping a piano back to the factory).
- The terms of the warranty are in force no matter who owns the product during the warranty period, so gifts are protected. This is very important if, for example, a group (such as the PTA) buys some equipment for the school.
- If the product can't be fixed (or hasn't been fixed after a reasonable number of tries), you have a choice of getting your money back or getting a replacement.

Remember, however, that a full warranty doesn't have to cover the whole product. A TV set may have a full warranty on the picture tube—but no warranty on the sound system or the cabinet. A new car may have a full warranty on everything but the tires.

A *limited* warranty on a prospective purchase requires close attention, because the limitations vary by product and manufacturer. Here are some examples:

- A defective product will be repaired during the warranty period, but only the cost of parts will be covered; you will have to pay the labor costs.
- If a product has to be returned, you will get a prorated (not a full) refund or credit; the longer you've had the product, the less money you'll get back from the seller.
- Only the original purchaser is covered; once given, a gift is no longer under warranty.
- You might have to ship that piano back to the factory after all.

To protect yourself when a product with a warranty fails you, keep your sales slip. It establishes the date of the sale and the fact that you were the purchaser. Time is important, since your warranty rights are in effect if you complain during the warranty period, no matter when the company responds.

If you can't get satisfaction from the seller or manufacturer, complain to your local or state consumer protection agency. If the amount of money involved is small, you may be able to take your case to small claims court. (A lawyer is not required; the clerk can help you out.)

If the product was manufactured after July 4, 1975, and carries a written warranty, you may be able to sue under the federal law. If you win, the court will award you money damages and reasonable legal costs.

When you make a purchase, you hope you won't have to use the warranty, but you should make sure you have a good one. It makes sense to shop warranties as well as to shop price.

—Theodore O. Cron, *coordinator of consumer education, Bureau of Consumer Protection, Federal Trade Commission; and former secondary school teacher.*

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POLITICS 1980

A Statement by NEA President Willard McGuire

About 20 years ago, the NEA Citizenship Committee—precursor of NEA's Political Action Committee (NEA-PAC)—suggested "Every Teacher a Politician" as a theme. At that time, before teachers began flexing their political muscles, this suggestion for a theme was rejected. "Teachers don't want to be thought of as politicians; they are just not interested," one NEA leader said.

That leader was wrong. Teachers are very interested in politics, and they make superb politicians.

Furthermore, teachers realize that politics is the mechanism for making decisions in our democracy. Everything that teachers want—for themselves and for the schools of America—is tied to politics. Want better funding for the schools? Elect politicians who will vote for it. Want teacher bargaining? Get on the stump for up-to-date politicians who believe in bargaining rights for public as well as private employees. Want improvements in federal school programs? Help place politicians in Washington who will support the changes teachers ask for.

A recent, dramatic example of teachers' working with politicians to improve education is the successful campaign for a Department of Education.

This battle to give education the place it deserves—at the side of the President of the United States—was a political battle. It was a battle fought by NEA teachers throughout the nation. It was a battle won by working with politicians; by lobbying on Capitol Hill and in districts around the country; by day-by-day, hour-by-hour politicking.

And let me assure you that teachers did a great job.

This year—1980—is as critical a political year as we teachers have ever faced. The issues to be decided, the candidates to be elected, from the President down to state legislators, will affect education and educators as never before.

Let me mention just a few of the decisions that American voters will make this year:

They will decide whether the Carter Administration, which has strongly supported public education, will be replaced.

They will decide whether the majority of the U.S. Congress will favor such proposals as broadened federal support for the public schools, collective bargaining for public employees, and national health insurance or whether the majority will favor more money for defense and less money for schools, more power for big business and less power for workers such as teachers.

In many states, the legislators elec-

This feature on "Politics 1980" was prepared by the NEA Reporter *staff, Marshall O. Donley, Jr., editor. Writers and editors include Howard Carroll and Ben Kittner, NEA; Tommye Hutto, Florida Teaching Profession/NEA; and Nancy Papas, Indiana State Teachers Association. Design by William J. Kircher & Associates.*

"I'LL BE ON THE POLITICAL FIRING LINE THIS YEAR. I HOPE YOU WILL BE THERE WITH ME."

ed this year will be the ones who will decide the fate of the Equal Rights Amendment, which still needs passage in three states to become part of the U.S. Constitution.

In other states, citizens will make decisions on referendums to cut or limit the funds needed to run the public schools and to pay its teachers. In one large state, right-wingers are trying to get voters to mandate the use of state funds for a voucher system of school payments.

These questions, I maintain, are ones of intense interest to the teachers who make up the membership of our National Education Association. If we teachers have to become politicians and work with politicians to decide these issues, we will do so.

As chairperson of our Association's Political Action Committee, I will fight to strengthen our political clout.

One decision that NEA-PAC and the NEA Board of Directors have already made in this election year is to support President Carter in the Presidential primaries. This recommendation opens the way for NEA assistance—both money and volunteer efforts—for the President in both primary and caucus states where the NEA state affiliate has also acted favorably on this support.

This option for primary support—though not formal endorsement—was voted by NEA-PAC and the NEA Board because the Carter Administration has given education funding a significantly high priority. The Administration has kept its pledge to back ERA; it has generally supported NEA's work toward improving human rights; it has helped fight tuition tax credits; and, of course, it was extremely zealous in pursuit of a Cabinet-level Department of Education.

This NEA action has cleared the way for much teacher activity in the early primaries and caucuses. It has provided evidence, too, that teachers realize that politics is a year-round concern.

Elections are won, we now know, not by rah-rah politicking on the eve of November; they are won by continuous hard work that goes on months, even years, before the ballots are cast.

That is why NEA-PAC, state PAC's, and local PAC's are working every month of every year. They are helping to encourage good women and men to enter politics; they are examining the issues and evaluating candidates; they are helping potential candidates raise the money so necessary to a campaign; they are endorsing candidates; and they are canvassing, telephoning, knocking on doors, and licking envelopes to help elect their candidates to office.

How successful are teachers at this? In the past two election years (1976 and 1978), candidates endorsed by NEA-PAC won in some 80 percent of the races. And our state PAC's had just as good a record.

This year teachers will become at least part-time politicians in more elections than ever before. More states are holding primaries, selecting caucuses, choosing party convention delegates than ever before. And, more than ever, teachers are realizing the importance of their role in the political processes.

The *Today's Education* feature that begins with this article tells about the political process—and about how teachers can become involved with education associations in political action. It also tells about some teachers who are already working in the political arena to be part of the democratic mechanism that guides our nation.

I hope you will want to be part of this process. I hope you will join with your NEA colleagues to assure a teacher voice in politics. If your association has a political action group, join it. If your association needs a push to get politically active, you can give it that push.

I know that every one of us cannot be a political activist. But there is one thing every one of us can do, and I urge you to do it—*give dollars* to your political action committees. NEA-PAC needs money to help counter the vast sums raised by right-wing and business-oriented groups on behalf of extremist, antischool candidates. Your dollars can make a difference.

I'll be on the political firing line this year. I hope you will be there with me. □

AN HONORABLE PROFESSION

POLITICS

"Politics, as practiced effectively and enthusiastically by masters, can be an important, interesting, and honorable profession. Important and interesting, because in the last analysis the saving of our public schools, the safety of our public streets, and the sensibleness of our public debate are all political questions. . . ."

Excerpted from an editorial in the Washington Post *that appeared on November 12, 1979.*

For teachers, the political questions in 1980 loom larger than ever before. Critical decisions about the future of public education and teachers will be made by federal officials—including the President and members of Congress who will be elected on November 4.

Teachers are angry about violence in the schools and about the mental and physical stress that are driving thousands of them out of the classroom.

Teachers are upset over the misuse of standardized tests in schools, the undermining of teacher pension plans, the inequities in Social Security benefits, and the proposals calling for voucher plans and tuition tax credits.

Teachers are concerned because the Equal Rights Amendment has not yet been ratified in the necessary states to make it an Amendment to the U.S. Constitution.

Teachers are disgusted with politicians who criticize the public schools and then turn around and slash school funds.

Teachers are fed up with politicians who deny teachers the basic human right to negotiate salaries and working conditions.

And teachers are angry about attacks on the public schools from the New Right, which is raising large political funds aimed at defeating candidates who support teachers and the public schools.

But teachers can fight back. And they can, at the same time, be effective politicians as well. Teachers can vent their anger and frustration by helping to put friends of education in the White House, the U.S. Senate, and the U.S. House of Representatives.

NEA-PAC provides a vehicle for all teachers to demonstrate their commitment to the great political questions of our time.

Keep in mind that membership dues cannot be used for contributions to help elect friends of education. That's why it's necessary that members demonstrate their political rights through voluntary contributions to NEA-PAC.

A Special Challenge

This 1980 political year presents a special challenge for teachers because adversaries of public education are out in full force. The National Right to Work Committee, for example, is a member of the leadership workshop of the New Right which helped defeat several friends of education in the 1978 Congressional elections. And a substantial number of pro-education incumbents in Congress have been targeted to be replaced by New Right candidates in the November elections.

Active in raising political money, the New Right is committed to electing extremist candidates, Republicans and Democrats alike, who vote against education issues when they come up in Congress.

This extremist coalition works vigorously to defeat much of the legislation that teachers support. For instance, the New Right is opposed to collective bargaining for teachers, increased federal funding of public education, and ERA—all major NEA legislative priorities.

At the same time, the New Right and other conservative political action committees are the same interest groups who have charged NEA with being "too powerful." They have made these charges despite the fact that in the 1978 national elections, NEA-PAC was outspent by these same groups by as much as 105 to 1 ($3 million to $330,000).

Don't Sit Idly by

That's why it's crucial that teachers help in electing more friends to Congress and not sit idly by and watch opponents of education replace pro-education incumbents.

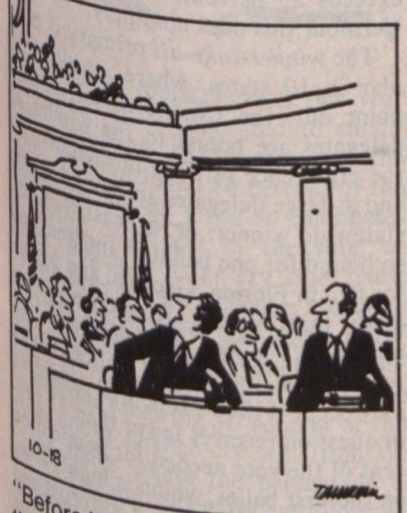
Some NEA state affiliates are making plans to ask or have already asked members to increase their voluntary contributions for political action during the current membership year. For example, the Arizona, California, New Mexico, Oklahoma, and Washington State affiliates are asking members to contribute even more than they have in the past.

The policy of asking all NEA active members to give to NEA-PAC was approved in 1973 by the NEA Representative Assembly. The 1979 Assembly called for an increased effort during the 1980-81 membership year.

NEA-PAC's success in electing friends of education depends on your willingness to support political action with your dollars and your commitment to improve your investment, as a teacher, in the future of our nation. Your support of NEA-PAC helps you to take an active role in the political decisions of 1980.

WHAT IS NEA PAC AND HOW DOES IT WORK?

"Inflation is my number two concern . . . right behind reelection."



"Before I stand up to be counted on this issue, I want to see who's counting."

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The National Education Association established its Political Action Committee (NEA-PAC) at the beginning of the 1972-73 membership year. Its purpose is to receive voluntary contributions from NEA members to help elect pro-education candidates to federal office. The Federal Election Campaign Act of 1971 expressly authorizes political action committees such as NEA-PAC.

The NEA's Political Action Committee provides an opportunity for members to work together to ensure that candidates make a commitment to education. Through NEA-PAC, teachers can stand strong and unified for positive change. NEA-PAC's success in helping to elect officials who believe in education, understand teachers' problems, and stand up for teachers' rights, depends on the participation of individual members.

Political action by teachers pays off.

NEA-PAC has an impressive record in recent Congressional campaigns, electing 290 of 349 NEA-PAC-endorsed candidates in 1976 and 211 of 271 in 1978. Also, NEA's teacher members were the largest single delegation at both major political party national nominating conventions in 1976.

Pro-education candidates that teachers helped to elect have enabled NEA to increase federal aid to state and local schools from $12 billion to $15 billion annually—a 25 percent increase, the largest single yearly increase in federal aid in U.S. history.

NEA-PAC-elected candidates provided the Congressional votes to win enactment of the new Department of Education. They helped, too, to enact the Teacher Centers program and to improve federal programs in special education, vocational education, and higher education.

NEA-PAC is governed by a council made up of teacher representatives from state affiliates.

Recommendations for candidate endorsement and support are submitted to NEA-PAC, which screens candidates of the various parties, ascertaining their positions on education, teachers' rights, and economic issues. Prior voting records and public position statements are carefully examined and candidates are interviewed. The basis for candidate assessment is NEA policy as established by the annual meetings of the NEA Representative Assembly.

Endorsements by NEA-PAC of federal candidates in a state may be made only with the written concurrence of the state affiliate of NEA.

Your voluntary NEA-PAC contribution is eligible for a credit against your federal income tax. One-half of the amount contributed may be used for credit up to a maximum of $50 ($100 if filing a joint return). For example, a $25 contribution to NEA-PAC would be eligible for a $12.50 credit against the amount of federal income tax owed.

Send contributions to NEA-PAC to National Education Association, Political Action Committee*, 1201 16th St., N.W., Washington, DC 20036.

**The National Education Association Political Action Committee (NEA-PAC) collects contributions from NEA members and uses those contributions to help elect friends of education to federal office. Contributions to NEA-PAC are voluntary and not a condition of membership in NEA or any of its affiliates. A copy of the NEA-PAC report is filed with the Federal Election Commission and is available for purchase from the Federal Election Commission, Washington, DC.*

By law, NEA-PAC may not generally solicit contributions from persons other than NEA members and their families. Other persons should not make contributions to NEA-PAC.

YOU AND YOUR PRIMARY

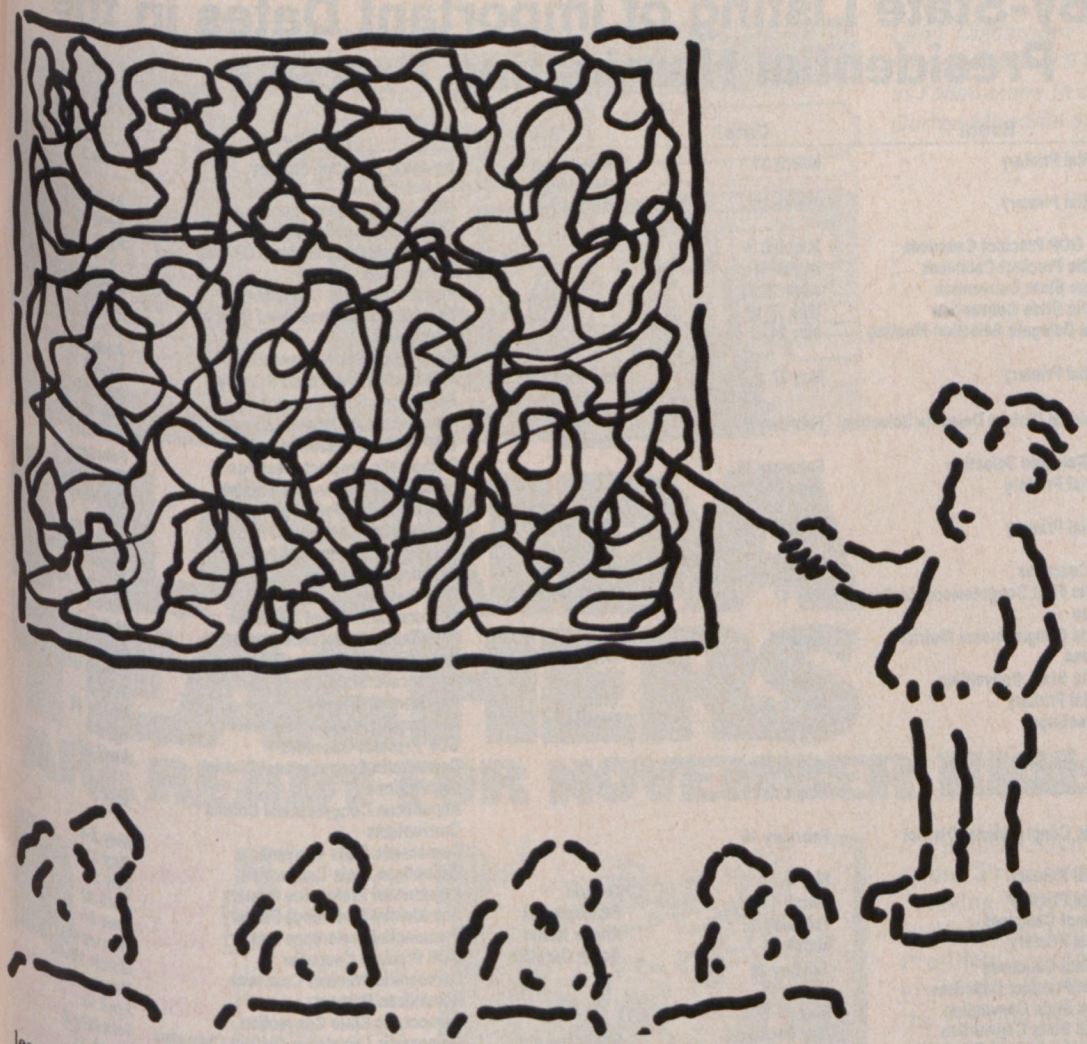
Presidential primaries have a way of confusing people unnecessarily, what with the little wrinkles in the rules and the slight variations in procedures from state to state; so I thought it might be helpful if I used this space to clear the cobwebs. There are a couple of procedural changes for 1980, however, that ought to be mentioned at the outset; this year the New Hampshire national convention delegates will be listed in alphabetical rather than preferential order. Also, in Illinois the state party will decide whether or not delegate-candidates will be identified by Presidential preference in the primary ballot, though at the moment it is thought that Democratic delegates will be identified by preference, but that Republican delegates will not, leaving open the question of exactly how Republican delegates will be identified, if at all.

Otherwise, the procedures are straightforward as usual, with 34 states, including the District of Columbia, revving up excitedly for their primaries, except for Arkansas, where only Democrats will hold a primary this year, and Michigan, where the Democrats will hold a primary only if the legislature enacts a law by October 1 (which regrettably has passed), and Mississippi, where the Democrats will not hold a primary and the Republicans will not decide whether to hold a primary until December.

As in every year, there are three types of primaries, the *advisory Presidential preference* primary being that used in eight states, in each of which, except for Montana and Vermont, this year's delegate-candidates will be elected if they receive the highest number of votes in their districts, although, unfortunately, the Democratic National Party has prohibited this system, and now requires proportional allocation of delegates who receive the threshold percentage of votes—that, as you'd expect, being determined by dividing the number of delegates by 100, unless the threshold exceeds 25 percent. In Montana and Vermont this does not apply.

The *winner-take-all* primary is popular in 10 states, where, needless to point out, the Congressional district delegates are bound to the winner of the preference primary in each district and at-large delegates are bound to the statewide winner; or, at least they are so bound for one ballot in Indiana, and for two in Florida, Georgia, and Maryland; that is, the Republicans are, unless, of course, the delegates are released on the second ballot, which may occur if the Presidential candidate in question receives fewer than 35 percent of the vote needed for nomination on the first ballot, which is highly likely in a topsy-turvy year. California and Vermont remain special cases as, in the former, all delegates are bound to the statewide winner, and, in the latter, 10 of the state's 19 delegates will go to the top vote-getter, provided, naturally, that he or she receives at least 40 percent of the vote.

Proponents of the *proportional representation* primary will be pleased to



learn that in Massachusetts this year delegates will be allocated to candidates receiving 2.381 percent of the vote, while in Idaho 80 percent of the delegates will be given to candidates receiving 5 percent of the vote, or more, which is a far cry from New Hampshire (where delegates are to be listed alphabetically) and North Carolina, in which at least Republican delegates are allocated proportionately to candidates receiving 10 percent of the vote, and a farther cry still from six other states where the percentage is 15. In Oregon, delegates are allocated proportionately to the nearest whole number, whatever that happens to be, in Oregon.

Which brings us to how names get placed on ballots (a procedure that frankly confuses even me sometimes). In 25 states and the District of Columbia, the candidate or his or her supporters, or both, must file a petition signed by a minimum number of voters, which number varies from state to state, or pay a filing fee, or both, or do neither in California, Connecticut, Maryland, Massachusetts, Michigan, Nebraska, Nevada, Rhode Island, Tennessee, and Oregon, where the matter is left to the secretary of state (of the state, of course) or, in some states, to the state party, whose decision may be appealed, or in six other states, come to think of it, where the filing is done by a nominating committee. It goes without saying that candidates not named by such a committee may file either a request or a petition, although not in South Dakota, which requires a writ of mandamus, or in Kentucky, where the candidate must post a fee of $250, refundable if he or she receives less than 3 percent of the vote.

That leaves only the withdrawal of candidacy, which is simply a matter of filing an affidavit (in eight states—unless, as in the case of Nebraska, a candidate's name appears on another state's ballot) or of notifying the secretary of state (in 12 states) or of failing to raise $250 in Kentucky. In Connecticut, candidacy withdrawal is not permitted, unlike the District of Columbia, where there are no provisions for it.

And that's about it, really, if you don't count such bits and pieces as Texas, where delegates are bound to the candidate on the third ballot if the candidate receives more than 20 percent of the vote on the second ballot and—oh, yes—Alabama, where delegates are bound to the candidate on all ballots unless released by a two-thirds vote of the state's delegation similarly bound.

Any questions? □

This article by Roger Rosenblatt appeared in the October 15, 1979, issue of the *Washington Post*. Copyright © by the *Washington Post*.

State-By-State Listing of Important Dates in the Presidential Nominating Process

State	Event	Date*
Alabama—Democrats	Presidential Primary	March 11
Alabama—Republicans	Presidential Primary	March 11
Alaska	Deadline GOP Precinct Caucuses	March 6
	Democratic Precinct Caucuses	March 11
	Republican State Convention	April 19-20
	Democratic State Convention	May 17-18
Arizona—Democrats	Statewide Delegate Selection Meeting	May 24
Arkansas—Democrats	Presidential Primary	May 27
Arkansas—Republicans	Congressional District Delegate Selection	February 2
	At Large Delegate Selection	February 16
California—Democrats	Presidential Primary	June 3
California—Republicans	Presidential Primary	June 3
Colorado	Precinct Caucuses	May 5
	Democratic First Congressional District Convention	May 17
	Democratic Congressional District Conventions	June 13
	Democratic State Convention	June 14
Connecticut	Presidential Primary	March 25
Delaware—Democrats	District Meetings	March 12
	State Convention	May 24
Delaware—Republicans	State Convention	May 3 or 10
District of Columbia	Democratic Congressional District Caucuses	February 16
	Presidential Primary	May 6
Florida	Presidential Primary	March 11
Georgia	GOP Precinct Caucuses	February 16
	Presidential Primary	March 11
Hawaii	GOP Precinct Caucuses	January 29
	Democratic Precinct Caucuses	March 11
	Republican State Convention	May 16-17
	Democratic State Convention	May 30-June 1
Idaho	Democratic Legislative District Caucuses	April 17
	Presidential Primary	May 27
Illinois	Presidential Preference Primary	March 18
Indiana	Presidential Preference Primary	May 6
	Democratic State Convention	June 9-10
	Republican State Convention	June 12-13
Iowa	Precinct Caucuses	January 21
	Democratic Congressional District Conventions	April 19
	Republican Congressional District and State Conventions	June 6-7
	Democratic State Convention	June 14
Kansas	Presidential Preference Primary	April 1
Kentucky	Presidential Preference Primary	May 27
Louisiana	Presidential Preference Primary	April 5
Maine	GOP Municipal Caucuses	February 1-March 15
	Democratic Municipal Caucuses	February 10
	Republican State Convention	April 19-20
	Democratic State Convention	May 16-18
Maryland	Presidential Primary	May 13
Massachusetts	Presidential Preference Primary	March 4
Michigan	Democratic County Caucuses	April 26
Michigan	Democratic Congressional District Conventions	May 3
	Presidential Preference Primary	May 20
Minnesota	Republican Congressional District Conventions	April 18-May 10
	Democratic Congressional District Conventions	April 19-May 4
	Republican State Convention	May 29-31
	Democratic State Convention	June 6-8
Mississippi—Democrats	Precinct Caucuses	January 26
	Congressional District Conventions	March 1
	State Convention	March 9
Mississippi—Republicans	Delegate Selection Primary	June 3
Missouri	GOP County Conventions	April 5-12
	Democratic Conventions	April 22
	Republican Congressional District Conventions	April 26-May 3
	Republican State Convention	May 30-31
	Democratic Congressional District Conventions	June 3
	Democratic State Convention	June 14
Montana	Presidential Preference Primary	June 3
	Republican State Convention	June 14
Nebraska	Presidential Preference Primary	May 13
Nevada	GOP Precinct Meetings	February
	Democratic Precinct Meetings	February 19
	Presidential Preference Primary	May 27
New Hampshire	Presidential Preference Primary	February 26
New Jersey	Presidential Preference Primary	June 3
New Mexico	Presidential Preference Primary	June 3
New York	Presidential Primary	March 25
North Carolina	GOP Precinct Caucuses	March 5-April 1
	Democratic Precinct Caucuses	March 13
	Presidential Preference Primary	May 6
North Dakota	Republican State Convention	April 17-19
	Democratic State Convention	(To be announced)
Ohio	Presidential Primary	June 3
Oklahoma	Democratic Precinct Caucuses	March 11
	GOP Precinct Caucuses	April 7
	Democratic Congressional District Conventions	April 19
	Republican Congressional District Conventions	May 3
	Democratic State Convention	May 3-4
	Republican State Convention	May 31
Oregon	Presidential Preference Primary	May 20
Pennsylvania	Presidential Preference Primary	April 22
Rhode Island	Presidential Preference Primary	June 3
South Carolina	GOP Precinct Caucuses	February
	Democratic Precinct Caucuses	March 15
	Republican Primary	March 8
	Democratic State Convention	April 12
South Dakota	Democratic Legislative District Caucuses	February 2
	GOP County Meetings	March 11
	Presidential Preference Primary	June 3
Tennessee	Presidential Preference Primary	May 6
Texas	Democratic Precinct Conventions	May 3
	Republican Presidential Preference Primary	May 3
	Democratic State Convention	June 20-21
Utah	Democratic State Convention	June or July
	Republican State Convention	June 27-28
Vermont	Democratic Town Caucuses	April 14-24
	GOP Town Caucuses	April 20-30
	Presidential Preference Primary	March 4
	State Conventions	May 24
Virginia—Democrats	Mass Meetings	March 29
	Congressional District Conventions	April 12-May 3
	State Convention	May 16-17
Washington	Precinct Caucuses	March 11
	Republican State Convention	June 6-7
	Democratic State Convention	June 14
West Virginia	Presidential Preference Primary	June 3
Wisconsin	Presidential Preference Primary	April 1
Wyoming	GOP Precinct Caucuses	February 4-March 1
	State Conventions	May 10
Puerto Rico	Republican Presidential Primary	February 17
	Democratic Presidential Primary	March 16
Guam-Democrats	Regional Convention	May 3
Latin American Regional Democratic Party	Regional Convention	June 7
Virgin Islands—Democrats	Regional Convention	by June 23
Republican National Convention, July 14-18, Detroit		
Democratic National Convention, August 11-14, New York		

*Some of these dates may change, and other dates had not been decided at press time. Please check with your local political parties for additional information.

Leon Classroom Teachers Association members leave FTP/NEA headquarters in Tallahassee to cast their votes for the Carter-Mondale slate.

FLORIDA TEACHERS ARE READY FOR NOVEMBER RIGHT NOW

POLITICS 1980

NEA teachers in the Sunshine State got an early start in 1980 Presidential politics. They turned out in record numbers for statewide Democratic caucuses in October, and they gave Carter delegates a two-to-one victory.

In Leon County, where the Carter slate included two members of the Leon Classroom Teachers Association, an FTP/NEA affiliate, Carter took all but one delegate seat.

Escambia Education Association members provided coffee and baby-sitting service for their teachers and for other Democrats; its Carter slate won every delegate. "We elected 11 teachers out of a total of 20 delegates," exulted EEA Political Action Committee Chair Charles Payne. "Plus, two of the four county executive committee delegates are our members. We're ready for next November right now!" he said.

It was the same all around the state as FTP/NEA teachers won 63 seats in the caucuses, 11 in executive committee elections, and at least two regular party appointments, one of which is also a state senator, Don Chamberlin, a teacher from Pinellas County.

Don Anders, of the Pinellas Classroom Teachers Association, passes out PCTA-Carter slates as busloads of Democrats gather to vote in St. Petersburg.

Pinellas Classroom Teachers Association President Lou Kubler said, "Having Miss Lillian here helped, and our folks put Carter over the top." The President's mother, Lillian Carter, enjoyed the St. Petersburg sun during the election as she encouraged Democrats in the heavily Republican area to cast their votes for Carter Democrats.

"We won everything," Kubler said—"teachers on our slate and our legislative committee chair Marshall Ogletree on the Democratic Executive Committee list. And that doesn't count Senator Chamberlin."

In North Florida, Gulf Coast UniServ Director Gene Stafford was elected as one of the seven Okaloosa County Democrats. According to local media reports, Stafford "ramrodded the so-called 'teacher slate' in a local party scrap with labor and a late-blooming politician's slate."

In mid-state, Orange County CTA President Joan King, who was named a delegate, reported that teachers had to buck a strong effort by local firefighters to get their delegates elected. "Nevertheless," King said, "six teachers were elected at the caucus, and one—Betty Ann Bazamore—was

continued on page 36

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"Here and in similar centers in Minnesota and Texas, many people in the program advanced their reading, writing or math skills a grade level or more in 30 hours or less. Other programs in the military and at correctional institutions are achieving equally positive results.

"I also see the potential of PLATO instruction in relieving the teacher of much of the administrative duties that restrict their performance. He or she can spend more time teaching—less time grading and passing out papers.

"So now my goal is to integrate what PLATO terminals can do with the best of what traditional education can do. The system is proven, it's cost-effective, and it's available today.

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POLITICS 1980 CONT.

FLORIDA TEACHERS

continued from page 33

elected by the Democratic Executive Committee in the county."

Marion County, in the United Uni-Serv District, also won big, electing seven teachers out of 12 delegates. Citrus County won two out of three, Hernando County one of three. In each case, the Carter slate came out on top.

In Polk County, the Polk Education Association took five seats—three from the Executive Committee election, two from the caucus.

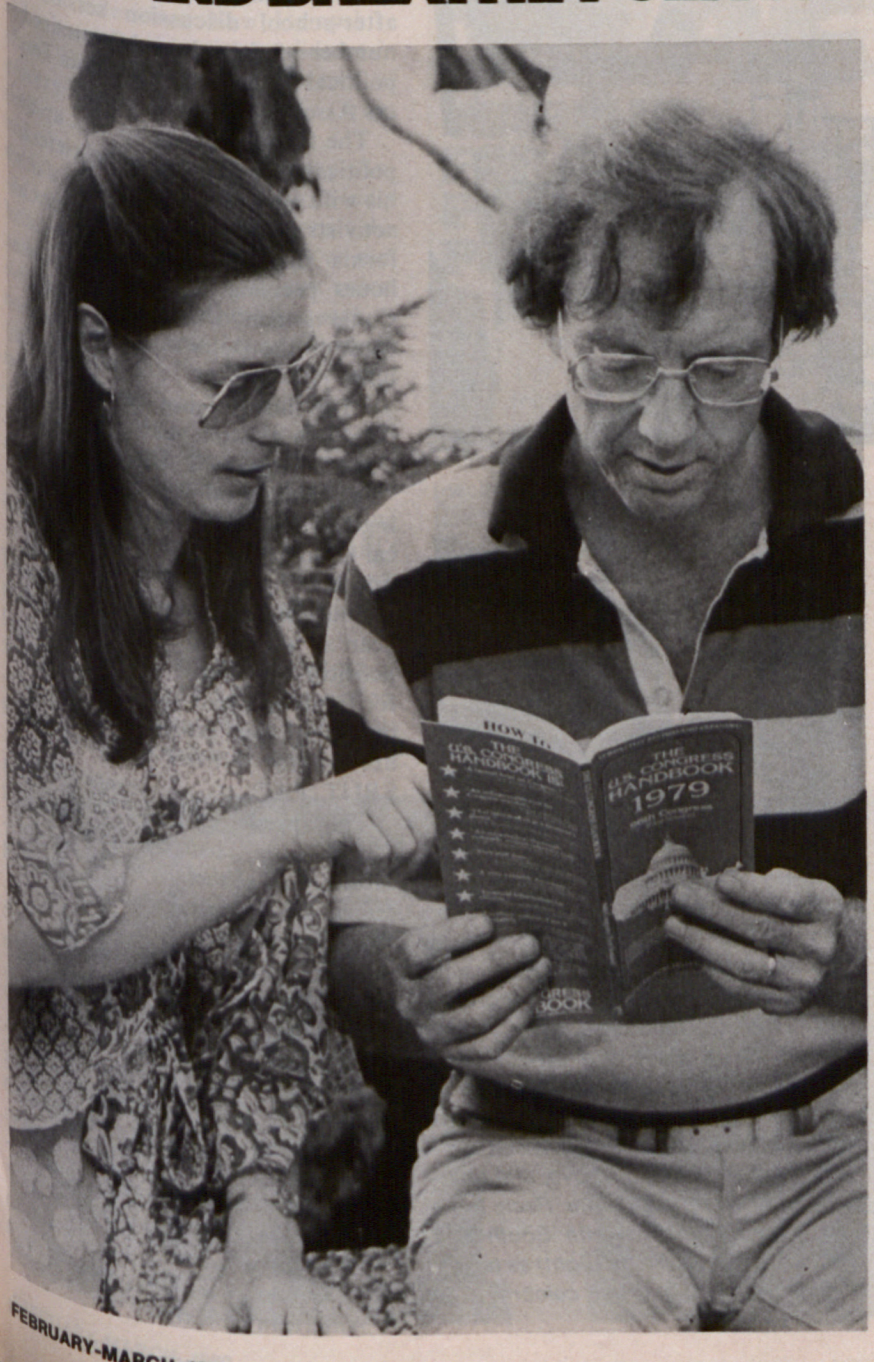
And in tiny St. Johns County, located on the Atlantic coast, two teachers were elected to fill half the total seats. The county sends only four delegates to the statewide convention.

Orange County CTA President Joan King, who was elected to the party convention, discusses the Carter-teacher slate with another teacher as one very young Democrat looks on.

Rita Ruge, a Leon Classroom Teachers Association member, congratulates newly elected delegate Eddie Kilpatrick, also an LCTA member.

Leon Classroom Teachers Association member Laura Wiggins marks her ballot as other teachers consider the slate.

SOUTHERN CALIFORNIA TEACHERS LIVE AND BREATHE POLITICS



California's 27th Congressional District is a narrow crescent along the Pacific Ocean, some 30 miles long. On a clear day, a viewer in Redondo Beach can see Santa Monica's beach to the north and Palos Verdes Point to the south.

The view—a dramatic contrast of dark blue and green waters, beige sand, white-and-brown homes and apartments hugging the low rises—seems much the same whether seen from Redondo Beach, Playa Del Rey, or Venice. But the homogeneity is in appearance only. The citizens who live along this Pacific strip are split nearly fifty-fifty in their political preferences and ideology.

In the last Congressional election here, in 1978, voters chose Representative Robert K. Dornan, a conservative Republican, by a whisker over Carey Peck, a liberal Democrat. The vote was 86,904 to 84,364.

In 1978, a coalition of NEA teachers made up a hard-working core of support for Peck. Organized as the South Bay United Teachers Political Action Committee, they endorsed the youthful Democrat and went to work for him. Representing nine Southern California local associations, they raised funds, surveyed voters, handed out brochures, held wine-and-cheese parties to introduce the candidate, and spread "Teachers for Peck" lawn signs throughout the district.

Although their candidate lost the election, the teachers did not lose their political enthusiasm. The returns were hardly in when their Political Action Committee began digging in for the 1980 election, which is expected to be a rematch between the conservative incumbent and the liberal challenger.

"An off year is not time off for

Bob Dye, chairman of the South Bay teachers political committee, checks political facts with Dot Lee, also a South Bay teacher and a member of the committee. South Bay teachers keep their political interest high even during off years between elections.

POLITICS 1980 CONT.

CALIFORNIA TEACHERS

Politician Carey Peck (third from left) meets with South Bay teachers to ask their support in 1980 as they gave it in 1978. The teachers are considering endorsing Peck in the June Democratic primary.

either candidates or political activists," said Roger Schriefer, who chaired SBUT-PAC in 1978 and is a key member of the group working to keep the teacher coalition together for the upcoming election. "We are doing what the candidates do," said Schriefer, "maintaining contacts, building up our forces, planning for the next go-round."

Added Bob Dye, the current SBUT-PAC chairman, "We have continued the ongoing, involved support of teachers since that close election."

Carey Peck came to the teachers last year and announced that he would run again. He had launched his 1978 campaign with an appearance at a SBUT-PAC meeting; he hoped to have teachers out in the forefront of his campaign again this year.

He is likely to get that support. Dye said that as early as November the teachers group was considering not only endorsing Peck again, but considering an endorsement of him in the Democratic primary in June.

"There is strong sentiment among our teachers for a primary endorsement," said Schriefer. "Many of us are eager to ensure that Carey is seen as the teachers' candidate right from the start."

In the 1978 Congressional election, Carey Peck had support from his father, Gregory Peck, as well as from such stars as Liza Minelli, Kirk Douglas, and Angie Dickenson. Incumbent Congressman Robert Dornan could count Jimmy Stewart, Gene Autry, Pat Boone, and others on his side. The 1980 campaign promises to be another star war, as each politician surrounds himself with Hollywood celebrities. Above, at a political fund-raiser, candidate Peck (second from right) talks with South Bay teacher Roger Schriefer (right) as teacher Bob Dye (left) and film celebrity Carl Reiner listen.

Meanwhile, South Bay teachers are building their political strength. They were deeply involved in a 1979 school board election. They have attended candidate fund-raisers, including events designed to gather funds for Carey Peck.

These California teacher-politicians maintain a "phone tree" political communications system year-round. They hold breakfast planning meetings and after-school discussion sessions. A number of them have been trained in political skills by the California Teachers Association/NEA.

The teachers have also kept up their political lobbying. Roger Schriefer and his wife Vi, along with dozens of other activists from the 27th and other California districts, spent thousands of hours pressing legislators—including Congressman Dornam—for positive votes on the Department of Education bill.

"The most intense lobbying contact comes in the off year, between elections," explained Roger Schriefer. "That's when the legislators are working hardest, and that's when the political action pays off—when the legislation is in front of them."

South Bay teachers also used the off year as a time to add to association political war chests. A SBUT appeal for funds last year asked every teacher in five bay local associations to contribute $2 for NEA-PAC and $1 for SBUT/PAC.

The appeal reminded teachers that "times have changed. The financial future of all schools is not being determined locally, but in Sacramento and Washington, DC."

CTA/NEA officials call what the South Bay teachers are doing "an example of what other locals can do."

Now in its seventh year, SBUT-PAC is one of the most effective political action groups among California teachers. As South Bay teachers go into the 1980 elections, they intend to keep their record going and to continue to prove that teachers—as never before—have the skill and the will to make politics work for the betterment of American education. □

NEW HAMPSHIRE TEACHERS

WARM UP FOR FEBRUARY PRESIDENTIAL PRIMARY

Most of us see political leaders only on television; New Hampshire voters meet Presidential candidates in person at cocktail parties, in front of grocery stores, and at their front doors.

According to teacher Nancy Andrews of Portsmouth, most of the independent-minded voters here won't decide who to vote for until they've met each candidate in person at least twice. And getting New Hampshire teachers to meet and support Jimmy Carter in the state's crucial Presidential primary is her challenge.

Andrews is vice-president of NHEA/NEA and chair of its government relations committee. Her committee is charged with implementing the NHEA/NEA Executive Board's decision to support Carter in the primary based on his record of achievement in education.

The campaign kick-off occurred at the October NHEA/NEA convention, when Vice-President Walter Mondale addressed the crowd of teachers at Manchester Memorial High School.

The Vice-President said education was a top priority because it is the "hope for the future of the country." He praised teachers and their role in society and expressed disgust that teachers who want to spend their time teaching are forced to do so much paperwork. Hundreds of teachers applauded.

After the convention, Andrews and her committee began collecting lists of teachers interested in political involvement for the coming year. The campaign organization will be built on the lists of volunteers. Teacher volunteers will help the Carter/Mondale Presidential Committee type address labels, look up and list telephone numbers, and lick envelopes. The teachers will also get signatures of registered Democrats on petitions so that President Carter's name can be placed on the ballot for the February 26 primary. Five hundred signatures are required. The teachers aim to help get over 3,500.

The New Hampshire teachers set up a preprimary workshop in January, one month before the primary, to "get out

Smiling after passage of the separate Department of Education bill are (from left) Vice-President Walter Mondale, NEA Director Dorothy Jenis, President Jimmy Carter, and NHEA/NEA President Bill Shanahan.

POLITICS 1980 CONT.

NEW HAMPSHIRE TEACHERS

the vote, take a last look at the candidates, test our grass-roots system, and encourage activists," says Andrews.

The NHEA/NEA committee will also help teachers become delegates to the national political conventions so that education issues will be heard.

"Many teachers are apprehensive about committing themselves to one candidate," says Nancy Andrews. "What we mostly want are teachers involved in the election process." □

NHEA/NEA President Bill Shanahan thanks President Carter for his support of the separate Department of Education. "There is no question why we should support him for reelection," says Shanahan. "He delivered what he said he was going to."

Dorothy Jenis of Manchester, New Hampshire, meets President Carter after passage of legislation creating the Department of Education. She is an NEA Director who attended the 1976 Democratic Convention as a delegate. Jenis, a member of the New Hampshire Carter/Mondale Presidential Committee, says, "There has never been a President in history that has done for education what Carter has done. His concern for the children of this country deserves to be rewarded."

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INDIANA TEACHERS TRAIN FOR 1980 RACE

Senator Birch Bayh, Representative John Anderson, Representative Dan Quayle, Representative Dave Evans, and Representative Floyd Fithian were among the politicians gathered at the Indiana State Teachers Association (ISTA) campaign kick-off workshop last fall.

Republican and Democratic state committee officials taught teachers how to become delegates to the state and national conventions of their political parties. Teachers indicated their party registration on data cards so appropriate party materials and procedural information can be sent to teachers during the campaign season.

Indiana Senator Birch Bayh talked with teachers about the upcoming political year at ISTA's Political Action Workshop. Bayh voted for the separate Department of Education during the last session of Congress.

In 1976, Indiana sent almost 2[illegible] teachers to the national political conventions. PAC money raised by teachers helped defray their expenses. This year ISTA's goal is to elect no fewer than two teachers per school district (one Republican and one Democrat) as state convention delegates. Indiana teachers aim to help write education into their party platforms this year.

According to ISTA Legislative Relations Specialist Nancy Papas, "[illegible] were the first group in the state to hold delegate selection training this early. Even the political parties haven't given grass-roots training sessions yet. Every local PAC in the state is ready to go."

When newscasters and reporters covered the teacher workshop, the

continued on page

One of the GOP contenders for Senator Bayh's seat is Representative Dan Quayle (left). He talks to Patti Fullerton of Monroe County (center), Frieda Crull of Alexandria, and Ken Warbritton of Columbus.

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New! RUBBER STAMPS WITH INK PAD

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EXCELLENT GOOD WORK SEE ME
MESSY WORK POOR WORK INCOMPLETE
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NEW, IMPROVED GRADING STICKER ASSORTMENT — NOW! 30 MESSAGES

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Work Faster
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HAPPY GRAM — Just A Note To Let You Know That Had A Great Day Today
Tells parents about positive achievements
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ACHIEVEMENT AWARDS
I am happy to inform you that ... has improved in ... I am very proud of your child's progress and achievement
Tells parents of child's progress
Fill in subject
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ANIMAL ERASERS
M-25 Lge. size 72 ____ $3.50
Huge assortment of mini animal erasers
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Words disappear when magic cover is lifted
A-97 Mini 144 ____ $3.95
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POLITICS 1980 CONT.

INDIANA TEACHERS

continued from page 42

had trouble understanding why teachers want to be delegates to both Democratic and Republican party conventions. Most figured the teachers would choose one party to work in.

Papas said, "There are candidates of both parties with excellent track records. Wouldn't it be great if both candidates for President were so excellent that the children of America couldn't lose?"

The Indiana primary is set for May 6, and the announced candidates seem interested in running there. Teachers will cheer them on to the finish line, from the school house to the state house to the White House. □

Representative John Anderson (R-Ill.) is a Republican candidate for President. Anderson supported the separate Department of Education bill when it reached the House. He talked with (from left) Kathy Chomer of Elkhart, Margie Truelove of Lafayette, and Mary Ann Surface of Elkhart.

Democratic Representatives Dave Evans and Floyd Fithian (right) talked with teachers at the Indianapolis workshop. Both Congressmen have helped NEA teachers since their election.

SCHOOL CLOSINGS AFFECT TEACHERS

—the Alexandria, Virginia, Story

Last winter, the president of the Alexandria (Virginia) Education Association plodded to meeting after meeting to listen to the community tell the school board why one school should be closed and another kept open. Meanwhile, association members proceeded

BY MARILYN J. CLEVELAND
Former Executive Director, Education Association of Alexandria, Virginia, and
TRICIA GIBBONS
Reading Specialist, George Washington Junior High School, Alexandria, Virginia.

with the day-to-day business of teaching children, leaving the members' futures in the hands of their representatives.

Since 1971, Alexandria had had three schools with grades seven and eight, two schools with grades nine and 10, and one school with grades 11 and 12. The system was instituted to integrate the secondary schools.

In the mid-1970's the superintendent and school board came to believe consolidation was necessary because enrollment in the Alexandria schools was declining appreciably. Between 1976 and 1978, the board closed one-fourth of the system's elementary schools. In the fall of 1978, it decided to consolidate the secondary schools and began holding public hearings to determine which schools to close.

Boards look at many factors in deciding whether and how to consolidate schools: declining birthrate, projected enrollment, local tax rates, organized community attachment to particular buildings or names of buildings, the age and condition of buildings. Yet they seldom look at the factors needed to make the newly consolidated schools work—the teachers and the instructional program.

When the Alexandria board finally voted on consolidation, it opted for two junior highs with grades seven through nine and one senior high with grades 10 through 12. Only then did anyone begin to look at the impact of this decision on the instructional program. Prior to consolidation, seventh and eighth graders had had seven 45-minute periods a day; and ninth graders, six 50-minute classes. The new three-year junior high schools had to have six 50-minute class periods so that ninth grade classes could count toward high school graduation.

As a result, one period was cut from the seventh and eighth grade schedule—a period that had been used for reading and electives. This change ended the special middle school reading program and affected the number of electives students could take. It thereby reduced the number of teachers needed to teach certain subjects. Some teachers of electives, for example, found that their previous assignment had disappeared entirely.

Declines in birth rates and consequently in school enrollments have led to school consolidations throughout the country. The danger of poorly planned and hurriedly implemented consolidations is made worse by pressure to reduce the per-pupil cost of schools from Proposition-13-type taxpayer groups. The fact that lower

THE LOCAL ASSOCIATION AND SCHOOL CLOSINGS

The NEA's position on school closings, as on any school board action that affects the working conditions of teachers, is that the local association should ensure maximum teacher input on these decisions. Moreover, the local association, where it is possible to do so, should develop contractual protections for all teachers affected by school closings. Obviously this is easier said than done.

In fulfilling its organizational responsibilities, the local association should keep in mind the following points.

1. The local association should be aware of the possibility of school closings long before they occur. Because school closings are complex, the local association needs time to reflect on the myriad problems such closings can cause and time to prepare proposals that protect teachers and preserve the vitality of the educational process.

2. The local association should review transfer and assignment clauses in its contract and determine what changes need to be made in order to protect teachers from arbitrary and capricious administrative actions during school closings. In this regard, it should consider requiring that decisions on transfer and assignment be based at least in part on seniority. Otherwise, administrators may base judgments vital to the job security of teachers solely on subjective and arbitrary considerations. Requiring administrators to consider seniority in transferring, in assigning, and even in reducing the number of teachers minimizes the number of arbitrary and subjective administrative decisions.

3. The local association should review carefully the articles in the contract that relate to class size, work load, and physical aspects of teaching such as proper room configuration, adequate supplies, etc. The association should attempt to improve such provisions in order to minimize the physical disruptions attendant on school closings.

4. Finally, the local association should be prepared to express its views on the impact that school closings have on the total educational climate in forums other than bargaining sessions. The local association should speak out at meetings of the school board, community service clubs, and political interest groups.

—**John Dunlop,** *manager, NEA Office of Negotiations.*

enrollment does not reduce fixed costs (energy costs, for example) or the costs of state or federally mandated programs is hard to explain to a tax-weary public.

Even a high tax base, such as Alexandria's, does not persuade taxpayers who have no children in public schools that they should pay high taxes for a quality school system. It is hard, too, to convince citizens who remember their days in classrooms of 30 students that more effective learning occurs in classes with smaller enrollments.

As professional educators, teachers care about the changes in curriculum, class size, and special programs that consolidation can bring, and they care about children. School consolidation has two other important effects on teachers' professional lives.

1. *Actual or threatened loss of teaching position.* Last year, entire teaching staffs in some places received notices that their positions had been abolished by reductions in force. As a result, all suffered months of knots in the stomach and sleepless nights. For some, the suspense ended with a rehire letter. These teachers know the whole procedure is likely to start again this spring. The rest, who did not receive rehire letters, have been forced to look for new jobs.

The Alexandria school board and Superintendent John L. Bristol have taken a strong stand against riffing. This is not to placate teachers but to avoid the harm a RIF can do to the school system's instructional program and budget. Dr. Bristol has explained to teachers, the community, and the school board that he believes every teacher's mind should be on the instruction of children, *not* on whether he or she will have a job next year.

Dr. Bristol argues that the attrition that results from not replacing staff as they leave voluntarily is more cost-effective than riffing. The system loses "expensive" teachers with high salaries and gains or keeps younger, "less expensive" teachers. It therefore can keep more teachers for the same dollars. While the cost reduction is slower, it is longer lasting.

The school board and superintendent are so convinced of the wisdom of this course that they have passed a new personnel policy (personnel policies have replaced negotiated contracts in Virginia as a result of a state supreme court decision) guaranteeing that the reduction of teaching staff will be by attrition only.

Such policies or contract provisions are rare. While the Alexandria policy does not protect probationary teachers and would not protect any teacher from dismissal for good cause or because of financial exigencies, it does provide more protection than most teachers have against the greatest threat of school consolidation—loss of one's job. Yet teachers who keep their jobs still have a price to pay. The guarantee of a position does not guarantee that that position will be in a subject and on a grade level or with a faculty and principal one would choose.

2. *Change in assignment or teaching conditions.* After a consolidation, course offerings, extracurricular sponsorships, rules for student conduct change. Some who have counted on department chairmanships or on sponsorship stipends find these are no longer available. Others find, in contrast, that consolidation provides the opportunity to move into a new position they have been wanting.

In Alexandria, the school board gave principals considerable power in the selection of their staffs through a "Secondary Professional Staff Reassignment Plan."

The Plan supersedes other personnel policies, including criteria for teacher assignment and transfer. As a result, principals have brought in teachers who volunteer to sponsor extracurricular activities or who will "balance" their staffs in terms of age, race, and sex. These reasons for teacher assignment differ from the criteria in the personnel policy: "certification, evaluation, and teaching experience in grade level and/or subject area," and seniority if "two or more applicants . . . are relatively equally qualified."

At the end of last school year, the Alexandria school system mailed some teachers notices of their new assignments in the consolidated schools. Those who received assignments, whether the ones they preferred or not, breathed a sigh of relief. Those who were TBA ("to be assigned") suffered. They heard by the grapevine that they would all be permanent substitutes, that they were unwanted by any principal, and that they had not been assigned because they were poor teachers.

Some teachers were devastated when they were labeled TBA's. One teacher with 30 years' service in the school system called the association to find out why he had not been reassigned and to inquire about retirement. For this teacher to be labeled a TBA and to have to adjust to a new grade level the year before retirement seems unnecessary. It would not have occurred had seniority held any weight.

Consolidation has forced almost all of Alexandria's secondary teachers to reassess their professional successes and failures. This may have happened while they were being interviewed for a new position or while they were developing lesson plans for a new course. Each teacher has had to reevaluate whether his or her career was moving in a positive direction. This process of self-assessment may have been painful, yet it has led many teachers to clearer goals and new enthusiasm.

The teachers association can influence the effect of school consolidations on both teachers and students. The extent to which teachers are allowed to participate in making decisions about school consolidation will be the extent to which they commit themselves professionally to making "new" schools work. The association provides teachers a voice in whether and how to consolidate schools and in other instructional decisions that affect curriculum, class size, staff development, special programs, and discipline. It also represents individual teachers who are concerned about their new assignments and monitors implementation of new assignments.

School consolidation is not a numbers game; it is a persons game. It has lasting effects on the lives of students, parents, community members, school board members, administrators, and teachers. In the final analysis, consolidation means change.

How teachers cope with it is closely related to how each, as an individual, copes with change. Some see a challenge; others, a threat. In different ways, each will help students learn one of the most important lessons of their lives: how they, too, can cope with a constantly changing world. □

"My Idea of Education"

As an anthropologist who has been studying the 6-million-year course of human evolution for nearly 60 years, I have become convinced that the characteristic that distinguishes humans from all other creatures is educability and that the most important of all basic human psychological needs is the need for love. Both of these findings have profound implications for schools and teachers.

The human is capable of learning anything, under the appropriate environmental conditions. The human brain is an organ for the assimilation of diverse kinds of experiences and for turning accidents into opportunities. It is the most flexible, the most malleable, and the most educable of all the brains in the world.

It is capable of making the most of the improbable. Some people use their brains to arrive at truth and conclusions that others might conceive as utterly impossible. For example, at the very time the flying machine was invented, leading experts of the world said it was a physical impossibility.

We must recognize the educability of the human brain, particularly in dealing with children, who are the most educable of all human beings.

One thing most of us don't understand is the nature of the child and his or her extraordinary educability. Furthermore, we don't understand that we need to grow up into children and not adults. By this I mean that we should preserve some of the traits that the child so conspicuously exhibits.

What are these traits? Besides educability, they are the need to love, sensitivity, the need to think soundly, the need to learn, the need to work, the need to organize, curiosity and wonder, open mindedness, experimental mindedness, imagination, creativity, playfulness, sense of humor, joyfulness, laughter, optimism, honesty, trust, compassionate intelligence, and the desire to grow and develop in all these traits. Frequently, we feel we ought to limit this desire to grow to certain stages that we arbitrarily designate as infancy, childhood, and adolescence or to this one stage or another. Then we treat children of the same chronological age as if they were developmentally of the same age, too.

This is a damaging idea, and it has done an enormous amount of harm to children. Every child has his or her own developmental rate. To treat children, even children the same age, as if they were all equal is to commit a biological and social absurdity. The equal treatment of unequals is the most unequal way of dealing with human beings ever devised. We're all very different, and because we're all very different, we require individual attention. We should not be treated as if we were an agglutinated mass affixed to one another on the basis of our particular age level.

Even though many teachers recognize the great differences among children, they are not in a position to do anything about them because of the way school systems are organized and the inadequacy of those who are presiding at their top levels. These top-level officials are usually unequipped to understand what the child is, what the teacher's needs are, and what education is all about.

What education is all about is being human, in other words, developing those traits that are uniquely human for the benefit of the individual, the family, the community, the society, and the world. Eventually what teachers do in the classroom is going to determine what the world is going to be like; for it is there that children learn all about being human if they have not learned it in the home.

Unfortunately, the probabilities are that children have not learned this in the home, because most parents are not equipped to do the job of parenting. Why? Simply because they have lived in a society that has not recognized the nature of the child, the nature of the human being, and the nature of what the child ought to be.

We now know what human beings ought to be because we understand for the first time in the history of our species that the most important of all human basic psychological needs is the need for love. It stands at the center of all human needs just as our sun stands at the center of our solar system with the planets orbiting around it. So the basic needs, the need for oxygen, food, liquid, rest, for activity, and so on, these revolve around the need for love—the sun of the human being.

It is this need for love that nature designates the mother to satisfy and that we have interfered with for a very long time by having mothers give birth to babies in hospitals, by taking babies away from their mothers in hospitals, by bottle-feeding babies, and by committing many other frightful offenses against babies at the very beginnings of their lives. These are offenses not only against the baby but against the mother and the family. The family should be involved in the ceremony and the celebration of welcoming a new member into the family. It is the family's job to turn this educable creature into the kind of human being that he or she is striving to be from the moment of birth.

Now that's quite a statement for a scientist to make. How do I know what this baby is striving to be? Well, I have discussed this with hundreds of babies, I've observed them, and I've talked with them. So have a good many other people. What they and I have observed is that the baby wants more than anything else to learn to love. Not only to be loved, but to love, because if the baby fails in this, then he or she fails to grow up as a warm, loving human being.

It's as simple as that. Nothing very complicated, but it's taken a long time for us to understand this.

By ASHLEY MONTAGU
Anthropologist; Member, Advisory Board of Editors, the Academic American Encyclopedia *(to be published in 1980).*

The child who has not been loved is biochemically, physiologically, and psychologically very different from the one who has been loved. The former even grows differently from the latter. What we now know is that the human being is born to live as if to live and love were one.

This is not, of course, new. This is a validation of the Sermon on the Mount. I who am not a Christian and who am not a member of any religious affiliation say this.

The only religion I believe in is goodness and love. This is what we should be teaching in our schools. The greatest gift a teacher has to give a student is his or her love.

A teacher can recognize that the biggest behavior problems in the classroom are the ones who have been failed in their need for love and that what their need is is not to be sent to the principal but to be loved by the teacher. They will try the teacher again and again because they have been failed so many times and they don't trust anyone.

Every time the teacher offers them love, they may not improve their behavior, but if the teacher persists, then the teacher will win the children over. I speak from experience as an old teacher. I know very well how this works, because I've frequently done it myself.

I know this is very difficult in many cases—and it's extremely difficult in certain parts of America where teachers face behavior problems of the worst kind and where violence and vandalism are increasing at an accelerating rate in the schools. Even in those places, however, I think each teacher can make a difference by doing what he or she ought to do: behaving as a warm, loving human being.

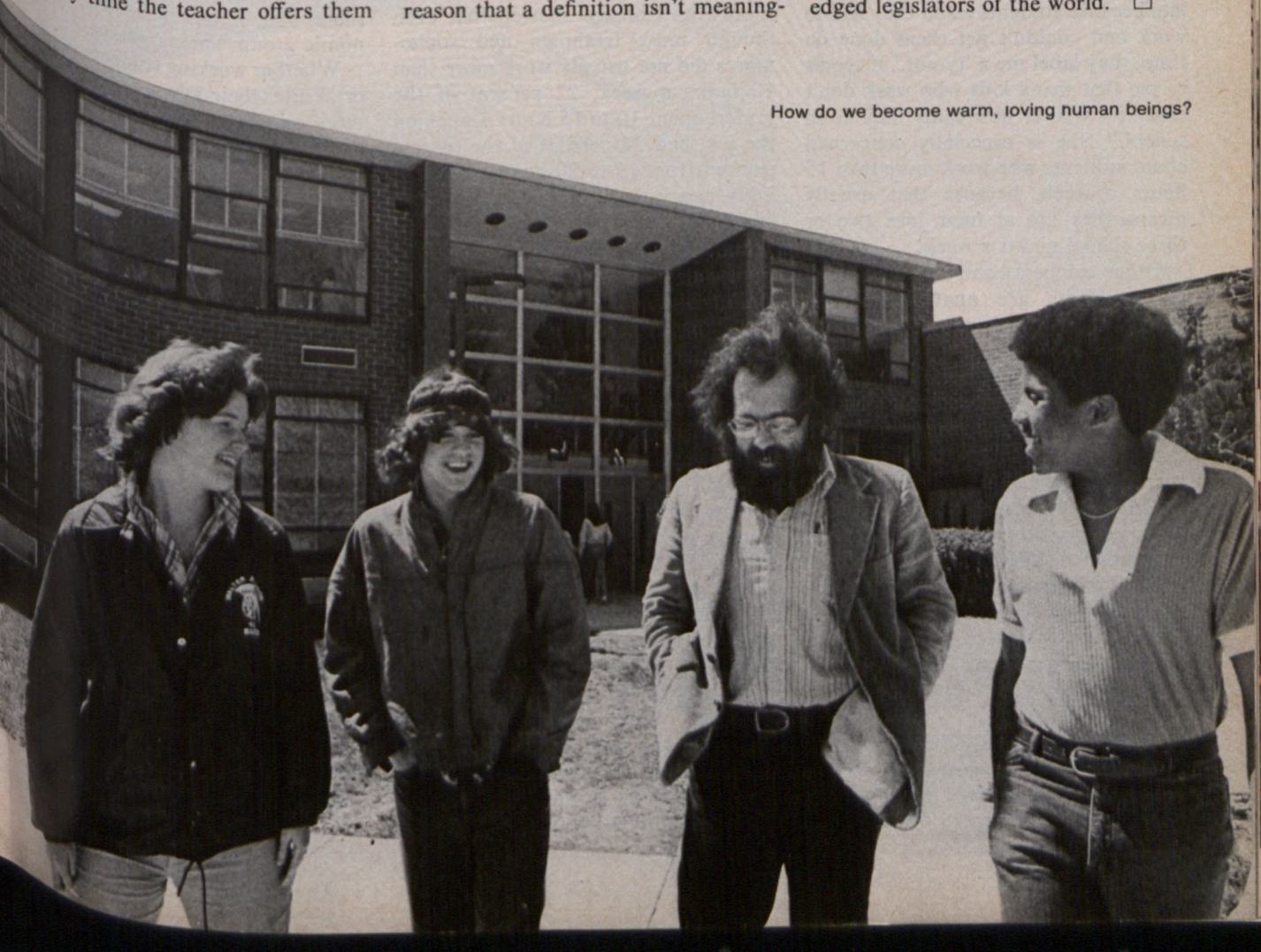
How do we become warm, loving human beings? We act *as if* we were warm, loving human beings. If we act as if we were, someday we may find we've become what we've been trying to be, because what we are is not what we say but what we do.

I have been discussing love, but I have not defined it yet for the simple reason that a definition isn't meaningful at the beginning of an inquiry. It can be so only at the end of one.

Love is the ability to communicate by demonstrative acts to others our profound involvement in their welfare. We communicate our deep interest in them because we are aware that to be born human is to be born in danger, and therefore we will never commit the supreme treason against others of not helping them when they are most in need of us. We will minister to their needs and give them all the supports, all the stimulation, all the succor that they need or want.

That's love, and that's what we should be teaching in the schools, and everything else should be secondary to that. Reading, writing, and arithmetic, yes—but not of primary importance, of secondary importance in the development of a warm, loving human being.

This is my idea of education. If we put this idea into action, we stand a chance of solving most of the problems that bedevil the world at the present time, for teachers are the unacknowledged legislators of the world. □



How do we become warm, loving human beings?

SCHOOLS and WORK: Do They Ever Mix?

The part-time job. For some high school kids, it's a boon—a chance to make money, learn new skills, find a career. For others, it's a bust. These kids use the job as an excuse not to do homework, or they are so tired from working late that they can't stay awake in class.

For many high school teachers these days, the working teenager is a disaster as a student. One teacher says, "Kids are always using their jobs as cop-outs for not handing in papers or doing other work. Just today I assigned my class a study guide for a novel to work on in class. One girl kept falling asleep instead of filling in the guide. When I asked her why she was so tired, she complained that she had had to work until midnight last night."

A high school history teacher laments, "If I refuse to accept papers late because students claim they had to work and couldn't get them done on time, they label me a 'tyrant.' It seems to me that many kids who work don't care how well or how badly they do in school." She is especially concerned about students who work more than 15 hours a week, because that usually means they are at their jobs two or three school nights a week.

Other teachers complain that working students are apathetic about school. These teachers say teens who work are more interested in tuning up a car or serving a hamburger than in tackling the intricacies of algebra or grammar—and they have an I-couldn't-care-less attitude about extracurricular activities.

Students themselves also recognize that working can hurt their academic performance. One high school junior says, "I know lots of kids who work about 40 hours a week. I guess their parents just let them work as many hours as they want to. They're always sleepy in class, and they don't ever get their homework done."

A recent survey done by a high school newspaper in a middle-class suburb of Chicago showed that even though most freshmen and sophomores did not usually work more than 10 hours a week, 22 percent of the juniors spent 10 to 15 hours a week on the job, and 24 percent of the seniors worked from 15 to 20 hours. Interestingly, nearly half the juniors surveyed admitted that jobs interfered with their performance in school.

Let's take a closer look at high school students who work—the kinds of jobs they have, the money they make, and how they spend that money.

Since the middle 1960's, the employment-population ratio for White 16-to-17-year-olds has risen, mostly due to the great increase in the percentage of girls in that age group who have jobs. Since 1965, the ratio for White girls has risen from 25 percent to 41 percent, while the ratio for boys has gone from about 37 percent to 46 percent.

While the employment-population ratio for White teenagers has been going up, the ratio for minority (primarily Black) teenagers has been consistently sliding downward. In 1965, the employment-population ratio for Black 16-to-17-year-old boys was about 30 percent, but in 1978, that figure had fallen to only 20 percent. The ratio for minority teenage girls rose by about 3 percentage points, but this was during a period in which the ratio for White girls rose by 16 points.

Statistics also show that the teenager from an affluent family is more likely to be in the labor force than the one from a poor family. In a recent issue of the *Monthly Labor Review*, Labor Department economist Anne Young writes, "The labor force participation rate of male teenagers in families with less than $10,000 annual income was more than 10 percentage points lower (both for those in and out of school) than the rate for those in families with incomes of $15,000 or more." Thus, affluence has not penetrated all economic groups among teenagers any more than it has penetrated all economic groups among adults.

Whether working students are Black or White, their jobs are usually in the retail or service areas—many of them in restaurants. These three sectors account for nearly 70 percent of teen employment. In fact, the employment of teens in the fast-food industry is so extensive that when Congress raised the hourly minimum wage from $2.30 to $2.65 in 1978, the National Restaurant Association warned that 400,000 teenagers might be laid off as a result.

Labor Department economist Norman Bowers in another *Monthly Labor Review* article describes the jobs that teens get as "secondary jobs"—jobs that pay low wages, that require few skills, and that provide few incentives to keep workers in the job. As a result, high school students tend to move rapidly from one job to another, too rapidly to learn any but the most minimal skills.

Several high school work-study coordinators report that their programs have helped anchor teens to jobs long enough for them to acquire career skills. But the fact remains, as Anne Young explains, that most jobs teens hold have no direct relation to jobs

By CHRISTOPHER JOHNSON
Free-Lance Writer, Glenview, Illinois; Former Secondary School English Teacher.

FARRELL'S

they will have later in life.

Of course, teens don't usually work to acquire skills. They want money, and much of what they make, they spend—to the tune of more than $45 billion a year for entertainment, sports equipment, food, clothing, transportation, and beauty products. Today's teens want to maintain a certain life-style in order to keep up with their peers, and that life-style depends on money.

In the last 15 years, the growth in the spending power of teens has been remarkable. In 1965, teens spent $4.4 billion on apparel and footwear; in 1979, they spent $12.9 billion—nearly a threefold increase. The rise in teenage expenditures for cosmetics and beauty aids has been even more pronounced: from half a billion dollars in 1965 to more than $2 billion last year. Teenage girls account for 20 percent of all cosmetic purchases, even though they are only 14 percent of the female population.

Retailers have noted—and benefited from—this growth in the spending power of teens. A spokesperson for Zale Sporting Goods in Houston reports that teens spend an average of $40 per purchase in Zale stores in that area today as opposed to about $15 a purchase in that area in 1965. He adds, "Teens today have a stronger appreciation for quality, as seen in their choices of high-grade running shoes. They are knowledgeable about products, and they demand performance in the products they select."

Teenagers have also become a major market for the entertainment industry. Nearly half those who buy tickets for movies are between the ages of 12 and 17, and teens account for a high percentage of those who buy records and tapes as well.

What effect does this affluence have on high school students? Linnus Pecaut, a psychologist in the Chicago area who specializes in counseling teenagers, says, "The problem is that work distracts too many teens from their studies, and the jobs they hold don't really develop responsibility. This is because most kids are involved in jobs that they don't really care about. They're just putting in their time so they can make money." He adds, "Many kids I know will get their paychecks and spend them right away on records, stereos, makeup, and other things. Once their money is gone, they can't wait to get their next paycheck."

According to Pecaut, the teen with money gets used to immediate gratification, and this can undermine his or her willingness to work hard in school. "Poor students," he explains, "are unable to think about anything except what they're doing right now. These kids never introspect in order to figure out the reasons why they're doing badly in school. Good students, on the other hand, keep studying because they are able to wait for the future payoff: excellent grades and a more rewarding job."

Just because a part-time job *can* have negative effects, however, doesn't mean that it *must* have those effects. One adult recalls, "In high school, I worked at a pharmacy in the evenings, and I think the experience helped me use my time more efficiently. Before getting the job, I wasted the two hours after school from four to six, but when I started the job, I used that time to study. In fact, my grades went *up* after I started working."

A high school sophomore who works as a busboy in a restaurant says that his job has taught him how to get along with people. "Once in a while I'll get so busy that I can't get to a customer's table, and he'll complain. So then I make it a point to explain to him that I'm real busy, and after that, I try to pay more attention to him."

A girl who works at a small grocery store points out, "Since I've been working, I really have to listen to what someone tells me for the first time in my life. When my boss tells me to do something, I have to get it right or I'm in trouble."

Educators recommend several steps schools can take to ensure that part-time jobs have a positive effect on students. The coordinator of one work-study program says, "All concerned have to agree about the policy toward working students. In our school, a committee of teachers, counselors, parents, local merchants, and students set up guidelines to help teachers deal with kids who miss assignments and get poor grades because they're working."

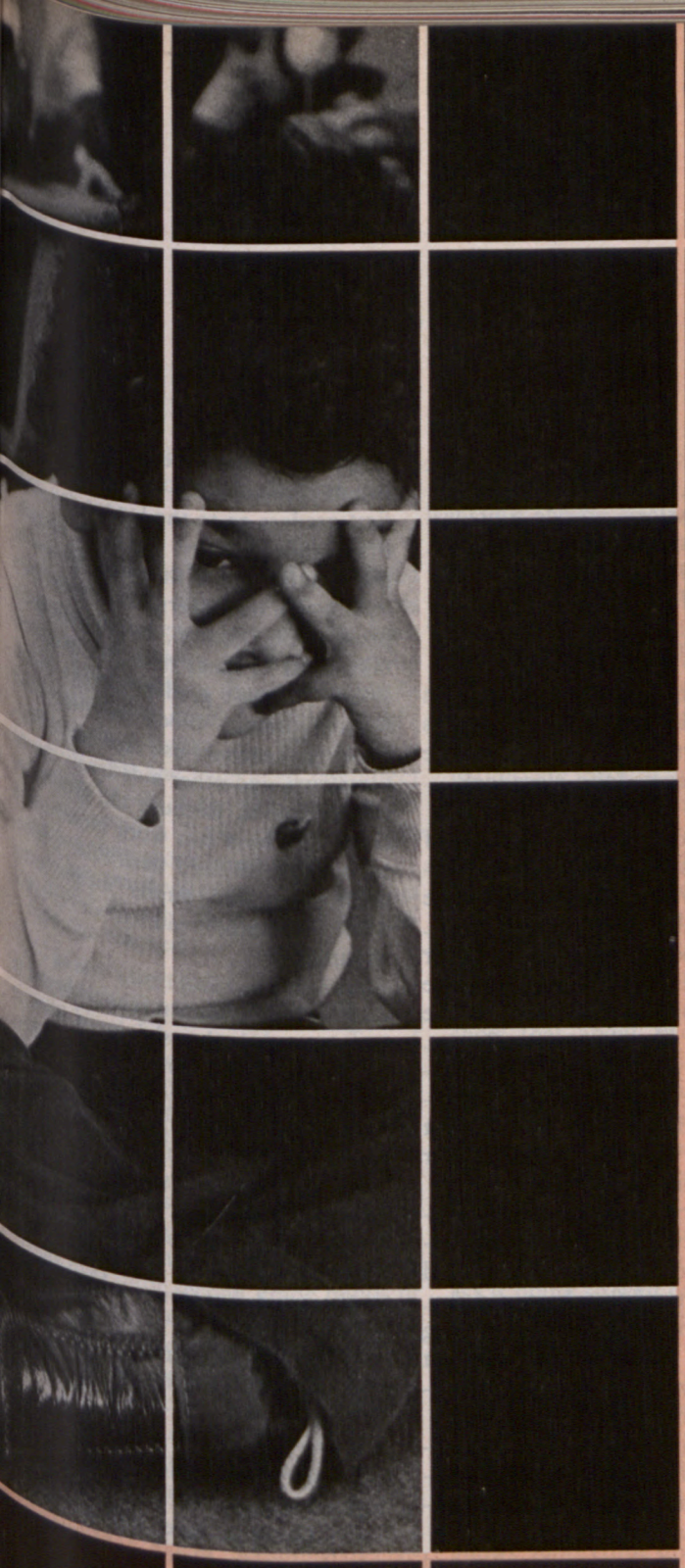
He adds that schools should look at alternative ways of setting up extracurricular activities so that students who work can still take part in them. Some schools, for instance, have an activity period one school day a week that allows working students to go to club meetings and career workshops.

Several teachers recommend that schools make it easier for college-bound students to participate in work-study programs. As it is now, teens who intend to go to college often can not get into work-study because of schedule conflicts. So they take regular jobs, and their employers can make them work late hours. Work-study coordinators say that abuses like this can be minimized if a student is involved in work-study, because in work-study programs, the school exerts some control over a participant's work situation.

The real key to controlling the negative effects the part-time job may have on students seems to lie in the hands of teachers and parents. One teacher says, "Whenever I have conferences with parents of working students, I suggest that they watch the work situation closely and step in if their son or daughter works too many hours or works late on week nights. If I see a working kid's grades go down, I call the parents right away and tell them that I think the job is a major cause of the student's poor grades."

Teachers might also suggest to parents that they exert at least some control over the money that their teenagers earns. Dr. Pecaut explains, "A job can be beneficial to a young person if parents make sure the money goes toward a long-range goal, like college. Then the teen isn't going to go out and spend that paycheck right away. He or she will put it in the bank to use later on."

Like it or not, the part-time job is part of the high school scene, and no amount of wishing will make it go away. In proper perspective, the job can help a teen build responsibility and independence. When it is uncontrolled, part-time work can adversely affect the student's school experience. The goal for teachers is to educate parents and students to these facts and to encourage students not to sacrifice their education in order to make extra money now. □



A Shortened Day for First Graders?

Six-year-olds step into a strange new world called first grade.

Often busy school bureaucracies do not consider the problems these youngsters encounter in this strange place.

For youngsters, getting adjusted to first grade is a difficult time of transition. They step from the warm matrix of home and kindergarten into a tangle of bus schedules, long school hours, fixed curriculums, and strict rules and routines.

The result is that many first graders wish they'd never made the grade, and in fact, some can't. For them, the first grade is a crusher. Yet most school

By **BEN BRODINSKY**
Education Consultant, Old Saybrook, Connecticut.

systems do little about this problem.

This article notes exceptions: It tells of classroom teachers who are sensitive to young learners and of principals, specialists, and parents who consider the tender bodies and fragile learning capacities of young boys and girls.

The locale is Connecticut, where, out of some 170 school districts, a half dozen have cut school hours for first graders and are watching results.

Their innovation may not be storming the citadels of the establishment yet, but it is being watched by teachers in all parts of the country, because it is teachers in Connecticut who have taken the lead in initiating the changes and have provided the rationale for the shortened school day for first graders.

A teacher in Newington, a town that has sponsored the shortened day for more than a decade and a half, says—

> Remember that kindergartners spend only two-and-a-half hours in school, and they spend the time with one teacher and one group of children in a secluded classroom. Abruptly things change in the traditional first grade. For the first time, they join a large and older group as they make their way to school by bus. Their two-and-a-half hours are lengthened to six or more. For the first time, they eat lunch in the cafeteria with as many as 100 other children—which means handling a tray in a crowd, reaching for money stuffed in a pocket, and then finding the correct row of tables to sit in.
>
> They must use a lavatory away from the classroom. They must learn to play at recess with 75 or more children. They must follow a host of new rules governing many phases of school life.
>
> Some children react to this pressure immediately by crying each morning, not being able to eat lunch, or having toilet accidents. Others appear to adjust at first but develop problems later.

And here's a comment from a teacher in North Haven, another Connecticut town that has adopted a shortened school day:

> First graders who must stay in school until 3 p.m. or later become tired, hot, cross, rebellious, and disruptive at times. Unless school systems provide a gradual transition from kindergarten to first grade, first graders may develop negative attitudes toward learning.
>
> I've observed this, and other teachers have confirmed my observations.

Views such as these from classroom teachers have affected school districts in various parts of Connecticut. We focus on two towns for a close look.

In Woodbridge, action on behalf of the shortened school day began in January 1970, when seven first grade teachers and their principal, John C. Mulrain, proposed the idea to their superintendent. They urged that the school day for first year pupils be changed from the 9 a.m. to 3 p.m. schedule to a 9 a.m. to 1:30 p.m. schedule (including lunch). They recommended that these hours be in effect from the start of school in September until the beginning of March.

The teachers supported their proposal with facts, opinions, and arguments, most of which are standard with proponents of the shortened day. One argument—possibly a telling one—was that the child who does not adjust properly to first grade may never adjust to school.

Over the years, the Woodbridge pattern for the shortened day has undergone minor changes, but its basic characteristics remain the same.

At the start of the day, teacher and children concentrate on math, reading, and writing, and work on these subjects—with the usual rests and breaks—until lunchtime.

"The children work hard," said one teacher. "They are too busy to cry, fuss, complain, or get into mischief."

After the intensive morning schedule, they spend the remaining time in social studies, science, or health activities.

The enrichment part of the program is a feature of which Woodbridge is proud. For about a month before the first graders go to the longer day, each first grade teacher works on enrichment activities with small groups of youngsters one afternoon a week. By the process of rotation, every youngster takes part in these post 1:30 p.m. sessions. The first graders engage in art, music, drama, block printing, and cooking. Teachers use tape recordings, filmstrips, and other aids freely during these sessions. Because the groups are small, teachers can work closely with each child. Where desirable, enrichment for some pupils means extra work in math, reading, or creative writing.

The North Haven schools began to move toward the shortened day in 1973, and again, first grade teachers took the lead. They teamed up with parents and members of the organized parent-teacher organization and offered a plan that school authorities quickly approved.

Since 1973, the school district has adjusted the time for the shortened day as the need has arisen. Here is the 1979-80 schedule.

- During the month of September, first graders attend school from 9 a.m. to 1 p.m.
- During the first two weeks in October, they attend school two full days each week. They are dismissed at 1 p.m. the other three days a week.
- Beginning October 15, they attend a full day for the remainder of the school year.

For parents who wonder what to do when their children come home following a 1 p.m. dismissal from school, the North Haven Committee for the Shortened Day for First Graders has prepared a leaflet with suggestions for afternoon activities. It recommends trips in and about the town, arts and crafts activities, and some two dozen miscellaneous projects. The Commit-

tee sends the leaflet free to parents. "It's been a godsend," said one mother.

There is no standard shortened school day in Connecticut. Patterns vary; what is pervasive is teacher leadership and a sense of mission among first grade teachers that succeeding in first grade is crucial to the child's entire school future.

How does the shortened day affect teachers? Only the cynical among taxpayers assume, "Ah, there they go, cutting their work hours."

When teachers dismiss first graders at 1 or 1:30 p.m., they stay on the job. Said one teacher:

I go over what I plan to do the next day. I have time to confer with the reading specialist about Johnny or Mary or Tom. I check with the nurse about a student. I phone a parent. Anything I can do to help youngsters adjust to first grade will serve them well for the rest of their school years.

After youngsters are dismissed early, first grade teachers may keep some of their students for extra tutoring or they may tutor second grade pupils or join second or third grade teachers on common projects. Principals orchestrate the ad hoc partnerships between teachers of different levels. These partnerships give each teacher a much needed look at the continuity of learning, grade by grade.

Teachers like it. Reading specialists, school nurses, and other school staff members endorse it. Medical opinion attests to its value. Research supports it. Administrators and board members have accepted it, and by large majorities, parents give the shortened school day their vote of approval.

So claims John C. Mulrain, now the director of elementary education in the Trumbull school system. In conversations, correspondence, and print, Dr. Mulrain brings the merits of the plan to the attention of educators and the public.

Through conducting research on the plan while at Temple University in Philadelphia, Dr. Mulrain found that children in a shortened-day program achieved as well academically as those in a full-day program.

As important as statistical research findings (the Mulrain study was a carefully controlled scientific investigation) are medical opinion, the empirical evidence provided by school personnel, and parental reaction. Opinions from the American Academy of Pediatrics, a Yale University psychiatric consultant, and a veteran pediatrician in Hartford support the idea or find no risks to children in its application.

Surveys of parent reactions usually show that about two-thirds of those responding are heartily in favor of the shorter day. Considerably smaller numbers of parents are lukewarm about the plan. Finally, a minority, usually about 14 percent to 15 percent, oppose it.

This trinity of quotes reflects the range of parent reaction: "My youngest is doing so well on the short day, I wish we'd always had it.

My older children went to school all day in first grade and came home exhausted and unhappy."

"This so-called innovation may be needed by other children. Mine can take first grade all day."

"No to the short day. A full day allows more time for children to do what they should be doing—learning."

Three hurdles loom for the shortened day. One is a movement in Connecticut to lengthen the school day for everyone—from first grade to twelfth. The impetus comes from state legislators, spurred by citizens groups, who want children to spend more time on learning tasks.

Another hurdle is the gasoline shortage. School authorities know that the modified schedules for first graders mean extra bus runs. Six boards of education have been willing to pay these extra costs up to now, but the fuel crisis may prevent the additional bus trips required to shortened-day programs.

Finally, strong and valid opposition, Dr. Mulrain observes, comes from parents who are employed. Observers have sketched the problem this way:

Working parents simply aren't home to take care of their children at one or one-thirty in the afternoon. So the shortened day means baby-sitters and extra expense for working parents who may be heads of low-income families. Notice, the districts that have adopted the plan are well-to-do communities. In low-income neighborhoods, the idea may be rejected on the basis of economics. At this time, at least.

As this article is written, however, another Connecticut town, Seymour, has put the idea to work, in apparent contradiction to this view. Seymour is a blue-collar town, yet the parents of Seymour support the shortened day.

Says Philip Fallon, superintendent of schools:

Our newly adopted plan is flexible. Working mothers, if they wish, may leave their youngsters in school for the long day. The board of education is willing to pay the added costs of gasoline for extra bus trips. We'll try it for the month of September and assess results.

Why only for 30 days? Well, this will give us a chance to examine the advantages of the plan and spot aspects of it that may have to be corrected. I think the program will have a positive effect on our first graders.

What then is the outlook for the shortened day for first graders? Most observers believe that despite temporary obstacles, the idea will continue to spread—slowly but persistently—throughout Connecticut and perhaps in other parts of the country. □

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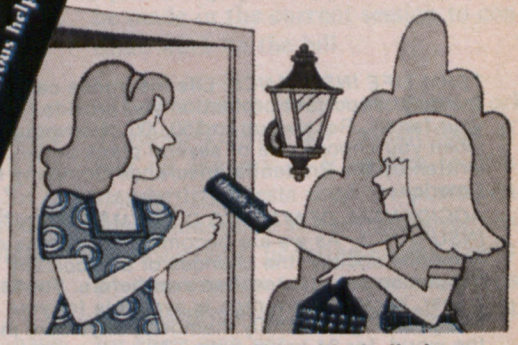

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Truth in Testing

THIRD IN A SERIES OF ARTICLES ON TESTING

Last year more than 3 million students who applied to institutions of higher learning across the country took standardized admissions tests. Scores that these students obtained on these tests can follow them all their lives, with tremendous impact on their careers and incomes. Yet much of the important information regarding these tests is not available to the public. The testing companies publish only selected studies on the tests, and it is only in the past few years that they have provided retired versions of the tests to prospective test takers.

As both an educator and a parent, I became interested in this issue years ago. I watched with great concern the proliferation of standardized tests and the increasing importance assigned to them.

During the past few years, I have also witnessed the increasingly widespread use of coaching courses for these tests, which because of their very high costs—typically $250 for coaching on the *Scholastic Aptitude Test* (*SAT*) and $325 for coaching on the *Law School Admission Test* (*LSAT*)—are available only to a limited segment of the student population. I have been aware of the Federal Trade Commission (FTC) report on the effects of coaching upon test scores, which holds that coaching can improve the scores—a finding that test agencies have long denied. The report's admittedly conservative estimates show that coaching has resulted in 25-point score increases for some students on both the math and verbal sections of the *SAT*. In light of these findings, I have found it impossible to ignore the importance of equal access to information about tests and test questions.

During the past few years, I have also witnessed a growing movement for open government, for fuller disclosure by public agencies, and for greater access to public records. The consumer's desire for more information about standardized tests is, in part, a product of this movement.

In response to the public's desire for more information about testing and to my own concern about the negative consequences of standardized tests, I introduced Truth-in-Testing legislation into the New York legislature. Last July, my bill, commonly known as Truth in Testing (Chapter 672), was enacted.

The demand for Truth in Testing is sweeping the nation. California enacted Truth-in-Testing legislation in September 1978, and 10 other states are developing similar legislation. Congress considered a federal version of the New York law, sponsored by Representatives Ted Weiss, Shirley Chisholm, and George Miller, during its last session. A "hysterical lobbying effort" by large testing organizations, however, killed the legislation at that time, according to Weiss. Efforts may be made in the current session to continue work on the bill.

Let's take a look at the New York Truth-in-Testing law, which took effect on January 1. It applies to most standardized tests used for postsecondary admissions. It does not cover civil service exams, licensing exams, credit-by-examination tests, placement tests, or tests prepared by individual schools for their own use.

The law requires that testing agencies do the following:

- File with the State Commissioner of Education all studies, evaluations, or statistical reports about a test.
- File in the office of the State Commissioner of Education within 30 days after the results of any standardized tests are released: a copy of the test questions used in determining a subject's raw score, the corresponding acceptable answers to those questions, and all rules for transforming raw scores into the scores reported to the test taker along with an explanation of those rules.

Send to the test taker after the test has been filed with the Commissioner

By KENNETH P. LaVALLE
New York State Senator.

FUNKY WINKERBEAN
FUNKY, YOU SCORED VERY WELL ON THIS STANDARDIZED APTITUDE TEST!
SO WHAT DOES THAT MEAN, MR. FAIRGOOD?
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Tom Batiuk

Funky Winkerbean by Tom Batiuk Field Enterprises, Inc. © 1979
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and upon the request of the test taker: a copy of the test questions; the test taker's individual answer sheet along with a copy of the correct answer sheet; and a statement of the raw score used to calculate the scores already sent to the test taker, providing that he or she requests this information within 90 days of the release of the test score to him or her. The test agency may charge a nominal fee for this requested service.

This section of the law does not apply to the *College Board Achievement Tests* or to the *Graduate Record Examination Advanced Tests*.

- Supply to test takers, along with their registration forms, statements explaining factors such as the following: the purposes for which the test is constructed and is intended to be used; what the test purports to measure; how to interpret the test results, including information on such subjects as the test's standard error of measurement and any correlations between test scores on the one hand and grades, courses completed, and family income on the other; how scores will be reported and whether raw scores will be altered before being reported to the test taker; and a complete description of any promises that the test agency makes to the student about accuracy of scoring, policies for notifying students of inaccuracies in scoring or score reporting, and privacy of information on students.

Institutions which receive test scores shall also receive this background information.

- Disclose a test score only with a test taker's authorization.

Opposition to and support for this bill lined up early. The testing corporations, primarily Educational Testing Service (ETS), and test administrators (the College Entrance Examination Board and the Law School Admissions Council) opposed it. Many college administrators and admissions officers also were opposed. Parent, teacher, civil rights, consumer, and student groups, as well as many recognized test experts, favored it.

As chairman of the Higher Education Committee of the New York State Senate, I held a joint hearing on Chapter 672 with the Assembly's Higher Education Committee in May 1979. The hearing lasted six hours, and opponents and supporters of the bill gave testimony on the possible negative and positive effects of the legislation.

The testimony at our hearing and memos issued later by ETS and the College Board claimed that the bill would make impossible the technique of equating (making tests given at different times comparable to each other) and force an increase in test fees due to the continual need to create new test questions.

The equating issue has, with time, lost its appeal to the opponents. We have shown that the law permits proper equating. A routine method of equating involves inserting the same questions on different tests. This is the procedure followed by the developers of *SAT*, the largest standardized admission test and the model from which other ETS tests were developed. Because the inserted questions are not included in the subject's raw score, they are exempted from disclosure provisions of the law. In order to comply with the law, test publishers only have to adopt the *SAT* procedure. In addition, other statistical techniques for equating now in use by the testing industry are left undisturbed by this legislation. These methods include equating against a common standard and what is known as *sequential* equating, a process which involves equating with questions that have similar statistical characteristics.

The cost issue has, however, remained and is being used as the primary rationale against Truth in Testing. The claim by opponents that large fee increases for these tests will be necessary is based on the false assumption that Chapter 672 requires that separate tests be created for New York test takers. The bill contains no such requirement. Test questions prepared to comply with New York's Truth-in-Testing legislation can be used anywhere in the country. There is no justification whatsoever for charging New Yorkers more than residents of other states for the preparation of questions that can be used in tests given in every other state.

ETS, the largest testing agency, has admitted that it has a huge pool of questions already prepared. It further has conceded that most scored questions are used only once, necessitating the constant development of new questions.

What does this procedure now cost ETS? Its own studies show that only about 5 percent of a student's test fee is used to defray the cost of developing test questions.

According to ETS, Truth in Testing will increase the cost of *SAT* preparation by $1,092,000. Given the fact that most test questions are already newly written, this figure on its face appears greatly inflated. Even if it were true, however, it still amounts to only a fraction of the surplus ETS accumulates annually on the *SAT*. For example, according to ETS, revenues from the *SAT* in 1975-76 amounted to $16,260,652; expenses, to $13,232,474.

During the May hearing, admissions officers constantly spoke of the importance of standardized admissions tests. They said the tests provide a uniform yardstick against which all students can be evaluated objectively. They warned that without this yardstick, the admissions process might overlook "diamonds in the rough" and students with political pull or wealth could be unduly favored in the admissions process.

The intent of the law, however, is not to eliminate the use of standardized admissions tests but rather to improve their quality by subjecting them to public scrutiny. As Lewis W. Pike, a senior research associate at the National Institute of Education who was an employee of ETS for 14 years, stated in a letter that supported the law, "Opening these [tests] to public and noncorporate professional scrutiny will provide a source [of] motivation for quality control that is simply not otherwise present, however well-intentioned the test producer may be."

Teacher organizations, notably the New York Educators Association (NYEA), the National Education Association, and the New York State United Teachers endorsed this legislation from its inception. Along with the PTA and the New York State Consumer Protection Board, they called for increased accountability on the part of the testing industry. As NYEA and NEA stated, "The Truth-in-Testing Bill is a first step toward requiring the testing industry to assume responsibility for the tests they publish and sell."

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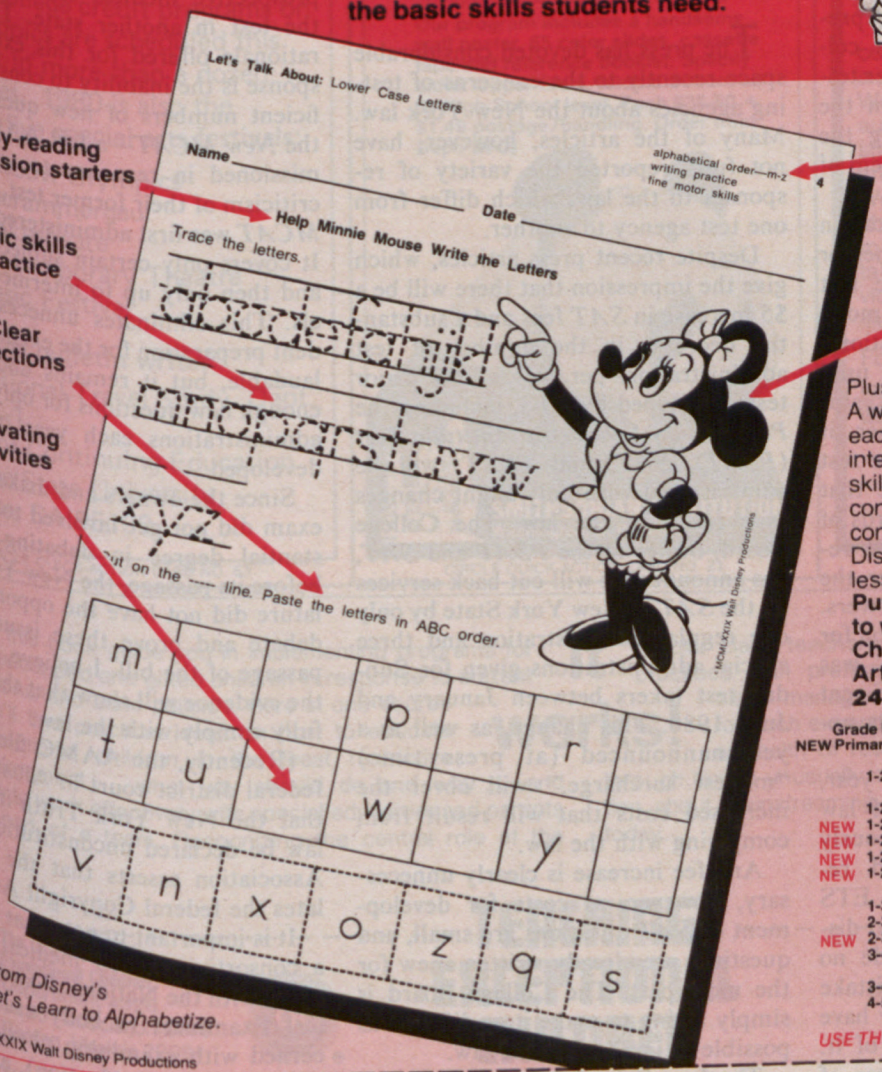

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Students also actively supported the bill. They voiced concern over the growing use of these exams in light of experts' increasing skepticism about their validity and their possible cultural and economic bias. They also voiced concern over the FTC finding that coaching raises test scores and over the errors in the reporting of test scores.

Julia Stromsted, legislative director of the Independent Student Coalition (a New York organization representing students at independent colleges and universities), focused her testimony on the issue of errors in the reporting of test scores. Among the examples she cited was the problem of "unacknowledged repeaters."

A few years ago, the application form for the *LSAT* asked whether or not an applicant had taken the test before. The question appeared among a series of general clerical questions. This question, however, was not used for general clerical purposes as students were led to believe. Rather, it gave students who had taken the test before a chance to acknowledge that they had done so. Using its records of prior test takers, ETS identified repeaters who chose not to answer the question or who gave false answers. Until a few years ago, a designation for such "unacknowledged repeaters" was included on the score reports ETS sent to the law schools these students applied to.

During the 1975-76 applicant year, hundreds, perhaps thousands, of law school applicants were erroneously designated as "unacknowledged repeaters" due to computer error. ETS eventually told the law schools to disregard the designation but made no attempt either to correct the mistake or to inform applicants who may have been denied admission because of it. The error was discovered because of the curiosity of one admissions dean.

In her testimony Julia Stromsted cited another error—one that may have affected as many as 50,000 people who took the *Graduate Management Admission Test (GMAT)* in 1977. "These scores, although incorrect, were sent to hundreds of graduate schools across the country who used them to make their admissions decisions. While the error was not a large one, officials of the Educational Testing Service and several management schools admitted that the error could affect the admission of students to schools which use cutoff scores."

Wary of the implications of these problems, PTA representative Gerrie Blum noted in her testimony that "ETS has said that it welcomes informed criticism." To that offer she responded, "It's not easy to offer such criticism from an uninformed public."

I agree.

The press has devoted considerable space recently to the concerns of testing agencies about the New York law. Many of the articles, however, have not fully reported the variety of responses to the law, which differ from one test agency to another.

Despite recent press articles, which give the impression that there will be a $5 increase in *SAT* fees and a substantial decrease in the number of test administrations per year, all the major tests developed by ETS, including the *Preliminary Scholastic Aptitude Test* (*PSAT*), *SAT*, and *LSAT*, will be administered with only slight changes as a result of the law. The College Board, owner of the *PSAT* and *SAT*, has announced it will cut back services on the *SAT* in New York State by only one regular administration and three special administrations given for Sunday test takers between January and June 1980. This change, as well as a yet-unannounced (at press time) "modest surcharge," will cover the increased costs that will result from complying with the law.

Any fee increase is clearly unnecessary, however, as costs for development of *SAT* questions are small, and questions are already written anew for the most part. The College Board is simply trying to make it as difficult as possible to implement the law.

The Law School Admissions Council, which administers the standardized entrance examination for 116 of the nation's law schools, has announced that it would extend its compliance with Truth in Testing nationwide, but said it would cut back its services in order to make the new procedures economically feasible. Sponsors of the *Graduate Record Examination* (*GRE*) and the *GMAT* have also indicated that they will comply with the law. In addition, officials of the American Dental Association, the sponsor of the *Dental Admission Test* (*DAT*), have stated that they wish to comply with the law.

The Association of American Medical Colleges (AAMC), though, sponsor of the *New Medical College Admission Test* (*New MCAT*), has stated that it would withdraw its tests from New York State rather than comply with the law, a move that would force prospective medical students to take the test in another state. The major rationale offered for this extreme response is the inability to construct sufficient numbers of new questions for the *New MCAT*—a test AAMC commissioned in response to widespread criticism of their former test. The *New MCAT* was first administered in 1977. It covers only certain subject matters and then only up to intermediate levels. This eliminates unnecessary student preparation for the exam, which is laudable, but it remains unclear why enough new questions for only two test administrations each year cannot be developed.

Since the owners and makers of this exam did not get involved to any substantial degree in debating our bill before its passage, the New York legislature did not have the opportunity to debate and prove these issues before passage of the bill. I believe, however, the evidence will show that the test can fully comply with the law.

(Recently, the AAMC filed suit in federal district court in Albany to ask that the New York Truth-in-Testing law be declared unconstitutional. The Association asserts that the law violates the federal Copyright Act.)

It is important to note that ETS and a consortium of 13 medical schools, along with the National Board of Medical Examiners (a body usually concerned with examining physicians for licensure and certification), are developing new techniques for evaluating the interpersonal and problem-solving skills of prospective medical students. This is evidence that agencies and schools are seriously considering other ways of predicting success in medical school and in the practice of medicine.

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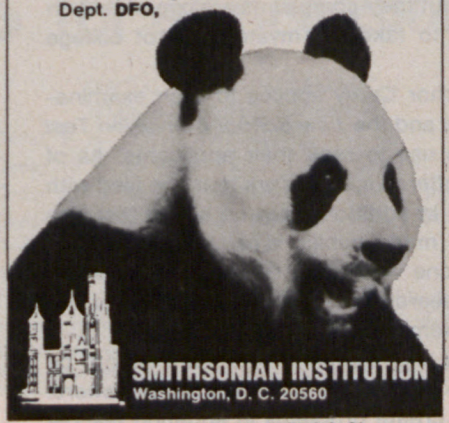

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Truth in Testing

The intemperate responses of some academic testers to New York's truth-in-testing law are certain to damage their cause more than the law itself. The associations that administer admission tests for medical and dental schools have threatened to pull out of New York, and the Educational Testing Service, the nation's biggest testing enterprise, has said it might curtail services. Doubtless, the law will require more work on their part, and there will be added costs. But their complaints are overstated. In fact, the law is welcome; it's time to take the mystery out of college testing.

The law signed recently by Governor Carey applies to such examinations as the *Scholastic Aptitude Test* and the *Law School Admission Test* that colleges and graduate schools use to rank their applicants. As of January 1, 1980, a copy of any test offered in New York must be filed with the State Department of Education. In addition, data on how a test was constructed and validated must be made public. What irks the testers most is a provision that allows anyone who takes an exam to receive a graded copy. Questions used for research but not counted in scores and specialized achievement tests are exempt.

The testers say the law means an exam given in New York cannot be used again because its contents are likely to be disseminated elsewhere. They contend, too, that the law will create problems in equating tests—ensuring, for instance, that a 600 verbal score achieved in 1975 is comparable to a 600 in 1979. The testers therefore project drastic increases in cost to maintain the present level of service. And they're unhappy that the law goes into effect so quickly. This complaint may be justified. It takes months to prepare a test and a slight delay may be in order.

Testing services like ETS have been more open about themselves in recent years, and the tests have improved; today, most are fairer to minorities than they were 10 years ago. But the testers *still* haven't faced up to other exam limitations or to the frequent misuse of test results. Although testers caution against it, some schools still rely on scores as absolute indicators of ability. ETS, moreover, is surely exaggerating when it contends that the new law might drive up costs by as much as 50 percent and that even then it might not be able to uphold testing standards. Development costs are only a small part of total costs passed on to the consumer. And some authorities have argued convincingly that at least four techniques already used by the industry would permit equating and validating to continue undisturbed—at little or no extra cost.

In any case, there is the matter of elementary fairness. These academic tests help to shape the course of people's lives—their schooling, their careers, the very sense of their own abilities. Students deserve to know how they are being rated and judged. There are freedom-of-information laws, truth-in-lending laws, truth-in-packaging laws. Why not truth in testing as well?

—Editorial from the New York Times, *July 24, 1979. Reprinted with permission.*

Admission Test (*PCAT*), and *Veterinary Aptitude Test* (*VAT*). Harcourt chose not to become involved with the debate before the bill was passed and only recently provided us with figures which indicate that most of these exams are given to small populations of New York residents. For example, *PCAT* is given to 250 New York residents each year; the *VAT*, to 100.

I am aware of the burden of compliance with the law when tests have few examinees. Therefore, I plan to introduce amendments to the bill to limit compliance for tests that are prepared for small numbers of people.

The law will have many benefits, both long-range and immediate. As stated by the New York State Consumer Protection Board in its memo of support, ". . . this bill protects and strengthens a New Yorker's right-to-know in an area of great personal and public importance."

Right now, students can check their answer sheets for scoring errors and their reported scores for transforming errors. As more tests are filed, they will have access to many questions for study purposes.

The law will also help students better understand their scores by informing them of a test's error of measurement, how well a test predicts future performance, and how their scores will be altered before being reported to schools. It will lessen the inequities created by expensive test coaching schools by giving all students equal access to information about the tests and test questions.

Researchers who have awaited access to the information which the testing agencies must now disclose will begin independent studies and evaluations of the tests. Researchers who are already studying them may now prove or, yes, even disprove their hypotheses

The mantle of secrecy has been broken, and light will be shed on the testing industry for the first time. As Vito Perrone, president of the National Consortium on Testing, stated, "By making the tests and background about the tests publicly available, the quality of public debate should be enhanced and the quality of tests improved. In addition, the purposes of the tests should be clarified." □

2402 I am wanting to be loved.

2203 You're special.

2866 If you love somebody let them know.

2319 When you come to the end of your rope, make a knot, and hang on.

2628 It's hard to be humble when you're as good as I am.

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2779 If you love something, set it free. If it comes back to you, it's yours. If it doesn't, it was never meant to b

2832 We all make mistakes.

2417 Love is like the moon: Beautiful and ever new.

2617 Learn to eat problems for breakfast.

2456 If you want a friend, be a friend.

2187 We're all in this together.

2479 I always see better with my heart.

2549 A friend is one who comes in when the whole world has gone out.

2353 Do not pray for an easy life. Pray to be a strong person.

2860 May each new season be a time for new beginnings.

2865 We all need a helping hand.

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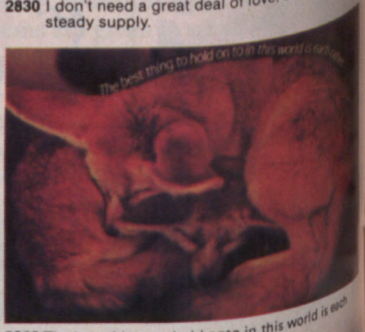
We need each other.

2280 See. I make all things new.

2448 Nothing improves my hearing better than praise.

2830 I don't need a great deal of love, but I do need a steady supply.

2935 There are two lasting gifts we can give our children—one is roots, the other is wings.



2869 The best thing to hold onto in this world is each other.

To know me is to love me.

2589 Thank you, Lord.

2836 I'm so far behind I think I'm first.

2783 Be good to yourself now and then.

God grant me the serenity to accept the things I cannot change...

2837 I gotta be me.

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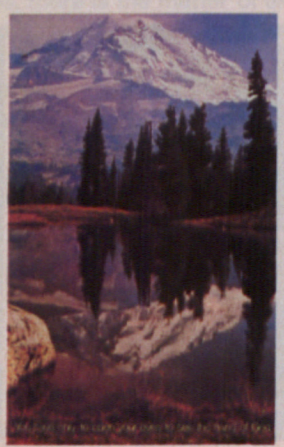

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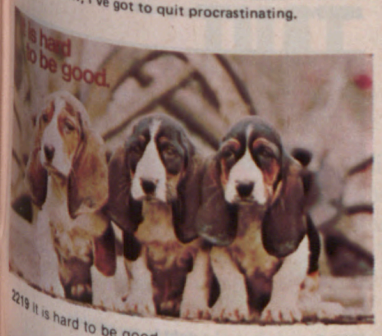
2870 You see things as they are and ask "Why?" But I dream things that never were and ask "Why not?"

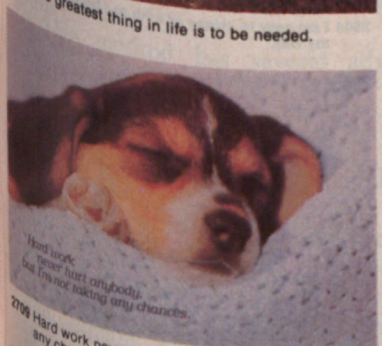
2867 Tomorrow, I've got to quit procrastinating.



2219 It is hard to be good.

2344 I wake up slow.

2690 The greatest thing in life is to be needed.



2708 Hard work never hurt anybody, but I'm not taking any chances.

2081 It is not how much we have, but how much we enjoy, that makes happiness.

2537 Love understands and therefore waits.

2840 I know what my problem is. What's yours?

2407 Happiness is found along the way, not at the end of the road.

660 They can because they think they can.

2438 Hold to a true friend with both your hands.

2367 The more I study, the more I know. The more I know, the more I forget. The more I forget, the less I know. So why study?

2595 The smallest good deed is better than the grandest good intention.

2570 To a friend's house the road is never long.

2208 Complaint Form. Please write your complaint in the square below. Write legibly.

2607 Don't fuss! Just treat me like any other great person

2584 Sometimes you have to go
on a limb.

2523 If your heart is full of love, you always have something to give.

2856 Happiness is like a kiss. It fee
best when you give it to
someone else.

2572 I am not afraid of tomorrow for I have seen yesterday an I love today.

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	660	They can
	760	If you do
	2081	It is not how
	2186	We need
	2187	We're all in
	2203	You're
	2208	Complaint
	2219	It is hard to
	2280	See, I make
	2319	When you
	2344	I wake up
	2353	Do not pray
	2367	The more I
	2393	Things are
	2399	To know me
	2407	Happiness is
	2408	Take life one
	2417	Love is like
	2432	It's nice to
	2438	Hold to a true
	2439	Everybody
	2448	Nothing
	2456	If you want a
	2469	You have
	2479	I always see
	2492	I am wanting
	2503	We all have
	2504	I am easy to
	2523	If your heart
	2537	Love
	2549	A friend is
	2570	To a friend's
	2572	I am not
	2584	Sometimes
	2589	Thank you
	2590	The greatest
	2595	The smallest
	2607	Don't fuss!
	2617	Learn to eat
	2628	It's hard to
	2630	Some people
	2675	Those with
	2709	Hard work
	2748	A house is
	2757	I have tried
	2760	Do you ever
	2779	If you love
	2783	Be good to
	2830	I don't need
	2832	We all make
	2836	I'm so far
	2837	I gotta be me.
	2840	I know what
	2856	Happiness is
	2858	Now that
	2860	May each
	2865	We all need a
	2866	If you love
	2867	Tomorrow,
	2868	When I feel
	2869	The best
	2870	You see
	2874	God grant
	2935	There are

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2757 I have tried so hard to become what I ought to be that I forgot what I am.

2503 We all have our hang-ups.

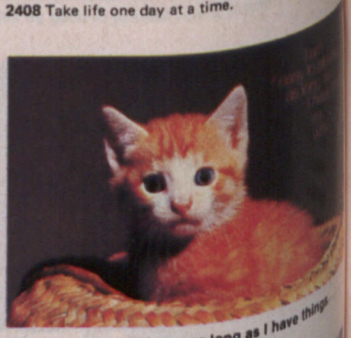
760 If you do not understand my silence, you will not understand my words.

2439 Everybody has a right to my opinion.

2432 It's nice to be liked just the way you are.

2408 Take life one day at a time.

2393 Things are always at their best in their beginning.



2504 I am easy to please as long as I have things my way.

2868 Whenever I feel like studying I lie down until the feeling goes away.

2675 Those with the most horse sense do the least kicking.

2858 Now that we're organized, what do we do?

2760 Do you ever feel like you've been left out in the cold?

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Reviewing material can be tedious for both students and teachers. Yet all of us, of necessity, occasionally face the dreaded Review Day. The question immediately arises, "How can we interest students in material the 'second time around' when we barely had their attention the first time?" And if we are teaching English grammar (as I did), American history, or basic math, our second time around may be the students' sixth, seventh, or eighth time around, depending on their previous teachers and classes.

So what method should we choose? Should we ask students review questions orally? Give a practice test? Hand out work sheets? If we choose any of these, the period will drag not only for students but for us, too.

I have found that students provide some of my best review lessons. After all, the review is for them, not for me—so why not use them fully? After a particularly long and tedious unit, such as one on punctuation, I assign a group of three students to conduct a review on a specific portion of the unit, perhaps semicolon usage. The rest is up to them!

This method has several advantages.

1. *Students take charge.* They ask the questions, give the answers, and correct the responses. They ask their classmates to write an answer on the board, participate in a skit, or give an example. Students make, distribute, and go over review sheets, practice quizzes, or study guides. They make and explain review transparencies, projects, or puzzles. Their lessons can truly be a review of the unit by the students and for the students.

2. *It breaks the routine.* The faces of students replace my face in the front of the room. Their voices, styles, and manners are different from mine. Their method of presenting the material will usually be different from my original presentation, and this fact alone may arouse even the most passive students.

3. *The material gets reviewed.* I tell students responsible for the review to pretend they are helping their fellow classmates "cram for tomorrow's test." The result is usually an adequate review. They stress important points, give examples, locate problem areas, and re-explain the material in "peer-group" terminology.

4. *Students practice oral and written skills.* They speak in front of a group, give directions, and provide leadership. Thus, they "give a speech" without being unduly conscious of doing it. Students also do an ample amount of writing in preparing review sheets, quizzes, instruction sheets, and outlines for the presentations.

5. *Students practice organizational and group skills.* Three or more students work together toward the same goal: providing an adequate review for the class. They must discuss and resolve differences, accept and reject various ideas. They must decide who is going to do what and to say what, and when. Cooperation and organization are musts—for the students must work not only with each other but with the teacher and, finally, with the class as a whole.

6. *Creativity flows.* Students have the opportunity to be creative about even the most uninspiring subjects. My grammar students have presented review lessons using a "Happy Little Hyphen" skit, a crossword puzzle on comma usage, a bingo game employing semicolon and colon rules, and a puppet show on apostrophe placement. Their methods for reviewing material have ranged from simple dittoed review sheets to elaborate variations of popular TV game shows. Most students attempt to do something unique for a review lesson. They do not like to appear mundane in the eyes of their peers.

7. *Students can put special talents to use.* They can do what they can do best; thus, all have a chance to excel. Outgoing students can perform a skit, lead a game, or give an oral quiz. Quiet ones can construct a crossword puzzle or some type of written review. Because students choose their own method of review, they will be able to maximize their strengths and minimize their weaknesses.

8. *Student review presentations give teachers an opportunity to evaluate student learning.* I can tell how well students understand the information just from listening to their review. Trouble spots sometimes arise that did not arise during my presentation of the material. In that case, I "step into" the review.

Also, to ensure quality presentations, I usually grade students' review presentations on the following: accuracy of information, organization, effectiveness of method, class participation, and individual contribution. The last item is to allow for different grades for each member of the review team.

9. *Students gain insight into, and appreciation for, the teacher's job.* I find that some students change their negative behavior after taking part in this activity. They begin to realize that standing before a group and "being in charge" is not easy. Some experience frustration and anger because of their fellow students' unwillingness to participate in the activity they have planned. Some find that their classmates will not listen to what they have to say. In effect, they have an opportunity to stand in the teacher's shoes. And for many, this brings new insight. As a matter of fact, I am never so well-received in my classroom as the day following a below-average review presentation. □

By SANDRA HUSKA
Research Assistant, Pennsylvania State Advisory Council on Vocational Education, Harrisburg, Pennsylvania.

Get M.E.A.N. and Help Average Students

In today's schools, being average is a big handicap. As the gifted and other special education pupils and their parents have taken over education, the average student—and the teacher of the average student—have been left to shift for themselves.

The label *average* implies that its bearer is unexceptional, mediocre, one of the faceless masses destined for the anonymity of a middle-class, middle-income, moderate way of life. Averageness is not fashionable. Normalcy is becoming abnormal.

Averageness can become respectable again. Parents of average children must adopt the same tactics their counterparts with gifted and other special children have followed. They must form a grass roots pressure group to influence state legislatures and local boards of education.

The first step in forming a grass roots movement is selecting a name, preferably an acronym, for the group. If at all possible, the acronym should both relate to the nature of the movement and have a catchy ring to it. The ideal acronym for emphasizing Average Power is MEAN. *MEAN* stands for *M*eaningful *E*ducation for the *A*verage and *N*ormal.

Being a member of MEAN is far different from being mean. MEANness will take on a whole new meaning. The average child will be lucky to have a MEAN teacher. The combination of MEAN kids and MEAN teachers means MEANingful education for the masses. The program will provide a wealth of material for bumper stickers.

The second step for a grass roots movement is selecting a symbol. For MEAN, the perfect symbol, suitable for lapel pins and stationery, is $\bar{x}$. In statistics, $\bar{x}$ means average. Chapters of MEAN will sprout up in every local school district, displaying their $\bar{x}$ symbol and advocating programs for the average.

The final phase in building a pressure group is advocating a program. MEAN is no exception, and its program will not be exceptional. Here are seven points that should rouse the heart and mind of the average American:

1. Each school district should appoint a Director of the Average (DOA). The DOA is an administrator with "line" authority who reports directly to the superintendent. The qualifications for a DOA are an IQ of 100, a spouse and 2.4 children, and a C average in school. Average height and weight also are assets in this position.

2. Each district should establish a screening program to identify average and normal youngsters for inclusion in the program. The school can identify average students by applying the following equation:

$$\text{Average Kid} = \frac{\text{Student Group} - (\text{Gifted} + \text{Other Special Education Students})}{\text{Screening Programs}}$$

In addition, the following criteria can be used to determine eligibility for the program:

- A liking for hamburgers and hot dogs and a dislike for spinach and rutabaga
- Ability to eat one complete school hot lunch, which is designed to satisfy an average appetite
- Ability to avoid being identified by name or sight by a teacher after sitting for 40 minutes in a group of 30 students
- A desire to get married, have children, and live in the suburbs
- A taste for popular music and ignorance of Mozart. (Children whose parents think Pat Boone contributed significantly to American music are admitted to the program automatically.)

3. The school district is to carry out an Average Student Find Program, for persons in the prenatal stage to those 95 years of age. Advertising on television and through newspapers must provide information about educational programming for average people. The district is to organize and advertise programs for prenatal, preschool, post-secondary, and post-middle-age students. The Student Find coordinator should be an average person or the parent of average offspring.

4. Each school system is to employ self-image monitors to assist average youngsters with any difficulties they suffer from being told they are normal and do not have any significant problems or abilities. Having average concerns and problems can be an exceptional problem for average people because they cannot blame their behavior on anything but themselves.

Gifted kids can disrupt the class because they are bored. Emotionally disturbed youngsters can act out because they are not in control. Average youngsters have no valid excuse for misbehaving. They are supposed to control themselves because average people follow rules. This can be depressing and give average kids feelings of guilt.

5. Average students define the mainstream of American education. Some of these students, however, are fish out

By GEORGE A. GOENS
Director of Personnel, Oconomowoc (Wisconsin) Area School District.

of water in the programs for the mainstream. They should have unlimited opportunity to travel upstream to gifted classes or downstream to the special education program. Too often average students are left up the creek in educational programming.

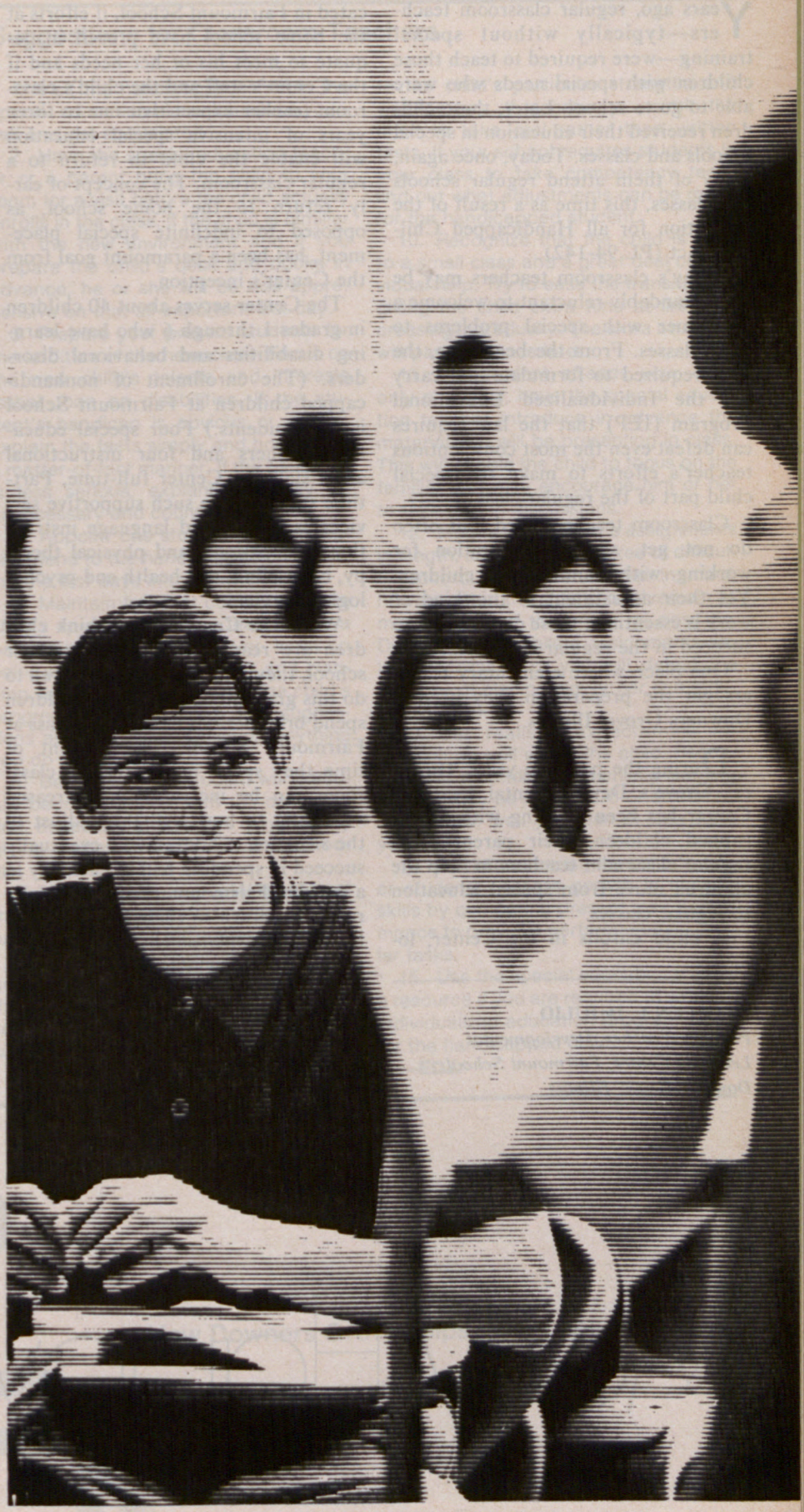
6. The federal government is to carry out an antidiscrimination program and campaign and must cease to discriminate against the average. Currently, the government relates the problems of taxation, inflation, interest rates, and smoking to their impacts on the average American. This amounts to assigning guilt by association and can serve only to create negative self-images in average students, who may happen to come from average families.

7. Schools or private groups must give awards to average students for outstanding averageness. Gifted students receive scholarships, awards, plaques, and honors in special ceremonies, while the average child watches. Average youngsters should have the opportunity to receive—

- The Most Average Achievement Award, given to the student whose accomplishments are recognized for conspicuous averageness.
- The Warren G. Harding Normalcy Award, given to a student who appears to be normal after 13 years of public education

The program outlined for MEAN would be a progressive step in bringing average and normal students back to the middle of the educational scene. The public would once again look on average youngsters as significant resources and give them a respected place in school life.

If it were not for the average students in the world, gifted and other special education pupils could not be identified. Special education programs are possible because the average people of the world established recognizable and significant standards—and that is no average accomplishment. □



". . . the average student—and the teacher of the average student—have been left to shift for themselves." ▶

Many Happy Returns

Years ago, regular classroom teachers—typically without special training—were required to teach those children with special needs who were able to go to school. Later, these children received their education in special schools and classes. Today, once again, many of them attend regular schools and classes, this time as a result of the Education for all Handicapped Children Act (PL 94-142).

Today's classroom teachers may be understandably reluctant to welcome a newcomer with special problems to their classes. From the beginning, the time required to formulate and carry out the Individualized Educational Program (IEP) that the law requires can defeat even the most conscientious teacher's efforts to make the special child part of the regular class.

Classroom teachers need, but often do not get, special preparation for working with handicapped children. Yet their adjustment to this kind of work is essential if these children are to succeed in the regular classroom.

One place where elementary teachers get the preparation they need is Downers Grove, Illinois.

During the past five years, Downers Grove's Developmental Learning Center has been working with handicapped children, their parents, and regular classroom teachers to help the children move from special education to regular classes.

A child enrolls in the Center, located in Fairmount School, if efforts at the home school have proved inadequate to meet his or her needs and if the Center's staff and the child's classroom teacher expect that one to three years of intensive special education will enable the child to return to a regular classroom. The concept of early return to the home school, as opposed to indefinite special placement, has been a paramount goal from the Center's inception.

The Center serves about 40 children in grades 1 through 6 who have learning disabilities and behavioral disorders. (The enrollment of nonhandicapped children at Fairmount School is 360 students.) Four special education teachers and four instructional aides staff the Center full-time. Part-time staff provide such supportive services as speech and language instruction, occupational and physical therapy, counseling, and health and psychological services.

When the Center's staff think children are ready to return to regular school, they arrange for the children to do this gradually. At first, the children spend brief periods in a regular class at Fairmount School. The amount of time they spend in the regular classroom can be increased or decreased according to how well they adjust to the situation. Children who eventually succeed in spending half of each day in a regular Fairmount class are usually ready to return to their home schools for half-day placement (the shortest time span for which we can arrange transportation). The final step is full-time return to the regular school.

The transition from special to regular class can be traumatic for a handicapped child. It can also produce anxiety in the parents, who realize that success or failure in this endeavor can be crucial to the child's future. For these reasons special educators usually devote a considerable amount of time to acclimating the child and the parents to regular classes.

One major difficulty children encounter on leaving special placement is the sudden withdrawal of much of the individual attention they used to receive. The Developmental Learning Center has one special education teacher and one aide for each group of 10 children. Transfer to a regular classroom, where the teacher must deal with as many as 30 children simultaneously, provides quite a contrast. Children from the Center, in particular, may be unaccustomed to following directions that are given to a whole group or to a delay in responses to their requests for help.

Difficult as the situation may be for the handicapped children, it can be equally difficult for their classroom teachers. These teachers must deal not only with academic concerns but with the social and emotional difficulties the children will encounter in the new environment. For example, fellow students may ridicule and harass the handicapped. Supportive services and previous preparation can help both the handicapped and their new classmates cope with such problems, but the burden of daily confidence-boosting falls on the shoulders of the classroom teacher.

Only when classroom teachers and special education teachers join forces can programs such as that of the Developmental Learning Center work. Each has a contribution to make to the

By ELLEN L. DeJULIO
Primary Teacher, Developmental Learning Center, Fairmount School, Downers Grove, Illinois.

success of the handicapped in the regular classroom.

Classroom teachers contribute knowledge of what behavior and academic abilities are normal for children at a given age and grade level. Classroom teachers are aware of the academic and social competencies necessary for success in the group-oriented regular classroom. They also know how regular-sized classes limit attempts to give the handicapped student individualized instruction. Before a handicapped child is brought into a regular classroom, classroom teachers can call attention to aspects of the situation which could adversely affect the child.

Special education teachers, for their part, can share knowledge about the child's progress to date, pointing out the obstacles he or she has overcome while exposed to an individually prescribed program in a specialized setting. Special educators can assist in creating program modifications for the special child and help the classroom teacher set expectations that are in accordance with the child's needs. PL 94-142 requires that teachers, along with parents and administrators, decide what will be the most appropriate and least restrictive environment for the handicapped child.

Surely, if handicapped children can overcome enough of their difficulties to succeed in a regular class, professionals can work together to overcome whatever problems result from this situation. The handicapped are deserting the isolation of the past to join a society which includes them. We must all realize it's an integrated world. □

Suggestions for Classroom Teachers

1. Visit the handicapped child in the special education class. Introduce yourself and get acquainted.

2. Have the special education teacher or a parent bring the child to your room for a visit before the child actually enrolls in the class. If the child is familiar with the new environment and if you prepare the child's desk and books in advance, he or she will be less apprehensive on that all-important first day.

3. Prepare your present students for the addition of the newcomer. Focus on the new child's talents and interests rather than on disabilities. If the student's handicap is obvious or severe, explain the facts simply and honestly in a matter-of-fact manner. If the handicap is less serious, explanations may be unnecessary and counterproductive.

4. Appoint one student to be a special friend to the handicapped child during the first days in the new situation.

5. Maintain frequent contact with the child's special education teacher. Be a partner in a mutual endeavor. Insist on being present at all meetings and planning sessions held to discuss the child's progress. Your opinions and suggestions are necessary. Question anything you do not understand.

6. Be patient. The student will gradually become familiar with the daily routine. Especially at first, you may help by giving verbal reminders of the schedule.

7. Keep written anecdotal records of the child's progress and notify the appropriate people if difficulties arise.

8. As much as possible, fit the program to the child rather than the child to the program. Set realistic expectations so the student will start out with some success.

9. Adjust your methods of evaluation to the child's particular strengths and weaknesses. If necessary, permit the child to take oral rather than written tests. If your school requires students in your class to take competency tests, find out what adjustments can be made for the handicapped student.

10. Recognize that the child is used to a small class and a great deal of individual help. Try to ease the transition by giving the child extra time at first, decreasing it gradually. The extra attention will pay dividends later.

11. If a student attends your class only part-time, have the special education teacher introduce in advance the material you will be presenting in class. This will enable the child to focus on the familiar and may encourage him or her to take part in discussions.

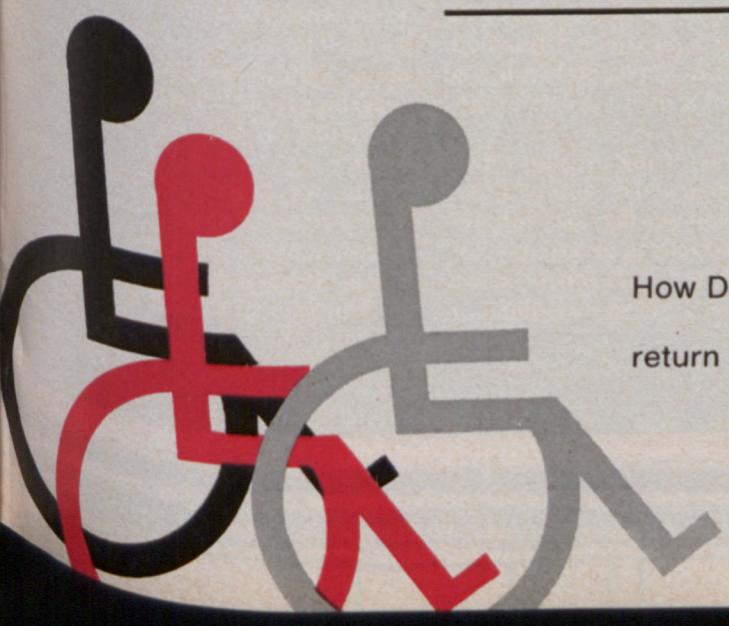
12. Modify the student's assignments in length, content, and degree of difficulty according to need. Keep in mind, however, that the child should remain as much a part of the group as possible. Don't alter the child's assignments unless necessary, or you will defeat the purpose of placing him or her in a regular classroom.

13. Set realistic expectations for yourself as well as for the child. Recognize that a handicapped child's learning pattern may be haphazard or erratic no matter how well you plan or how hard you try.

14. Avoid comparing the child to other students. Assess growth in specific skills by comparing present task performance to previous performance on similar tasks.

15. Use the special education staff as a resource if you are required to write an individualized education program (IEP) for the handicapped child.

—EDJ.



How Downers Grove helps handicapped children return to their regular classrooms.

What Is Old, Anyway?

"Let us be nice to our teacher today, because Christmas is coming and she is old."

It was the day before Christmas vacation, and I had returned to my secondary language arts classroom to pick up a few papers. By chance, I glanced at a side chalkboard, and there it was, the lightly chalked, neatly written message that has made me focus on the word *old* and its relationship to me.

Almost instinctively, I snatched up an eraser and stabbed the words off the board. Even as I did so, the names of the other teachers who used the room ran through my mind. No, not one of them would be considered old by a high school student's standard. In fact, none are even close in age to my 63 years. Yes, the lines had to refer to me.

My face flushed as I realized that I had taught three classes in that room with those words on the board. Students had read them, had possibly watched them being written. I felt an invasion of privacy. That hurt.

But my classes that day had moved along as usual. I would have noticed a mocking gesture, a knowing exchange of glances. Perhaps the lines had escaped attention; students seldom read the board. But no matter if they had read the message or not, I had. The lines referred to me, and the word was *old*.

How is *old* measured? By memories? I can recall experiences that no other member of my high school faculty can. I remember the last fire engine drawn by four plunging horses in the Fremont District in Seattle. I shall ever remember the fright and thrill of standing on the curb at the bottom of a hill and seeing that heavy, red engine trundle down toward me.

I remember Al Smith's Bronx accent the day we first turned on our new radio in the early days of KOMO, KJR, and KOL. I remember Gracie Allen, Fu Manchu, and Amos and Andy.

My memories shade back into the forties and thirties and earlier. Yes. But does that make me old? What is *old*, anyway?

Youth measures age by appearance. Yes, I have gray hair, thinning at the temples. Yes, the crescents at the corners of my mouth are deepening. Yes, my middle is thickening in spite of sporadic, courageous rejections of Mother See's tempting chocolates, sweet rolls, and banana cream pie. Yes, I am beginning to have an old body, and that is what my blackboard writer saw.

The trouble is that I don't feel old, not even now, and find it difficult to imagine how I ever will. I see myself as an older person. Odd, the *er* is so very supportive.

This older person is an *I* inside of a reasonably healthy body. This *I* is unchanging. But the body is changing. The blackboard message has made me examine the relationship between the unchanging *I* and the quietly changing instrument through which I function. How often, for example, do I really see this body of mine as it appears to others?

St. Paul, in referring to faith, speaks of seeing through a glass darkly. Literally, I continually see my body through a glass darkly. Getting up around 5:30 a.m., I see myself in a mirror under electric lights. I drive to school in morning darkness and spend most of my day under fluorescent tubes.

During the school day, I stop in the teacher's dimly lit lavatory for a quick brush of my hair and a glance in the mirror; then away I go to another class. Sometimes, a vague, "Sad, my summer tan is gone" or "Wonder why the button holes on this suit coat are stretching," crosses my mind.

Returning home in the late afternoon, I eat, pray, and relax in a half-light, and so to bed. Rare, the daylight view of me. My routine gives me few opportunities to see clearly the results a body effects in its busy working out of daily dying.

Occasionally, I do get a glimpse, and I am always a bit shaken by it. Recently, I was looking at a winter coat in a department store window. Accidentally, I refocused and saw someone in my gray tweed coat confronting me. I stared at the reflection. That body mine? I walked the store's half block of show window in step with my counterpart. Her pale face was observing me with the same intentness with which I was observing her. Slightly stooped, long stride, sensible shoes. After I crossed the street, it was easy to forget my apparition in the rush of morning shopping.

Probably, I had had other brief flashes of awareness, but none strong enough to prepare me for my Christmas message on the blackboard. It was clear.

Yet, it did not hurt me. My detective skills, well-trained by Agatha Christie, Rex Stout, and Josephine Tey, informed me that the writer was tall, gentle, and well-meaning. The neatly written message was high on the board. The script was delicate. There was no indication of haste, no emphatic underlining, no indication of malice. Therefore, I felt no hurt and no anger.

But, why then, my swift descent with a vigorous eraser? Simple. I was defensive and rejecting. Not old! No! Yet a birthday in July will make me 64. How can I reconcile the timeless

By SISTER HELENA BRAND
Teacher of Language Arts, Marylhurst (Oregon) Education Center; Winner of Honorable Mention in the 1979 Writer's Digest *Competition for this essay.*

LET US BE NICE TO OUR TEACHER TODAY, BECAUSE CHRISTMAS IS COMING AND SHE IS OLD!

with the quietly but inevitably aging body?

I have been me for over six decades. My identity is constant, unchanging. It has no parts. It is simple and unique. It has nothing to do with the experiences, the knowledge, and the sense of achievement that enfold it. I can withdraw from all these and still be an undivided *I*. *I* is the control that uses my body for identification and action. When the body-machine fails, the *I*-body contract is ended. After that, faith takes over.

Meanwhile, I function in and with my body. I look it over with the same kind of practical interest that a motorcyclist has in his cycle; we both depend on a smoothly running machine to function.

I watch for changes, little ones, try to get used to them, adjust, and learn. I have decided that the best way to handle age is to establish a friendly relationship with it. Not aggressive, not placating, just good neighborly. We both live in the same body, in a triparite relationship. The aging process will continue, my body will fail, and someday I will be free to find another mode of identity and action.

An ancient philosopher once said that a drink of cold water is much more enjoyable after one has chewed red peppers. I have chewed red peppers for threescore years and plan to chew a few more. But, probably, I will pause more frequently now for the waters of refreshment.

I am counting on enjoying the who-I-am-now. I shall knit my knitting, garden my garden, enjoy my writing, and continue to teach with a sense of challenge.

These students of mine may see me as old. Fair enough. But I think of myself as merely older and, more important, as someone with a contribution to make to them as they have one to make to me. I have a threescore-plus gift for my students. It took more than half a century to put it together, and now it is ready to be shared.

As students and I talk Shakespeare, Hemingway, *The Scarlet Letter*, as we struggle over term papers and creative writing projects, we exchange ideas and enrich each other. Moreover, few children have strong relationships with grandparents these days. Even fewer have older persons living with them in their homes. I can supply the age in their lives. In exchange, they can provide the youth in mine. The classroom can be a fine setting for youth and age to bless each other.

I plan to continue in the classroom until my body and my friends say firmly, "Slow down." I expect to share my language arts experiences with teachers in workshops. I will enjoy the creative writing courses that I give for adults. And, very especially, I shall find time for prayer.

Spiritual needs send me knocking at God's door. Sometimes, I pray calmly; other times, half asleep; and still other times, frantically. The Lord's Prayer is my favorite for the silent times in the car when I drive to and from school.

Last winter, I picked up a weather-worn walnut. Its once firm, fleshy green cover was black, soft, slippery. I opened it. Inside, I found a slightly dry but tasty kernel.

Someday, I hope it will be that way with me. □

Kim Is Handicapped, but . . .

Kim was beaming. "I'm going to first grade today!" she announced. At the age of seven, she was about to go into a regular classroom for the first time.

Kim's primary placement is in a special education class for children whose use of language is delayed. She has several handicapping conditions and has been in special education classes since the age of three. She regularly has petit mal epileptic seizures. And, although she is extremely slow in completing tasks, she shows signs of hyperactivity. She was a quiet, uninterested, slow girl who spent most of her days dreaming and dawdling—until she started going to the regular first grade class for a short time each day.

Kim became a different child there. She radiated pride and enthusiasm. She showed self-confidence and became motivated to learn. Even more important, she began to gain two kinds of skills which she will need for the rest of her life: dealing with people and coping with her handicap. The change was greater than I, her special education teacher, had anticipated.

Kim's part-time placement in first grade affected her work habits in the special education class also. She became able to concentrate on her work and to complete some of it independently. She retained more new information and took part in class activities.

The change in Kim's behavior was obvious at home as well, and Kim's parents expressed their delight. Knowing their daughter's past academic record, however, they were a bit skeptical about her new placement. "Exactly what does Kim do in first grade?" they asked.

"Oh," I responded, "she goes there for snack time."

Kim's small successes demonstrate that academic factors are not the only criteria for placing handicapped youngsters in regular classes. Such placement—even for very brief periods—is valuable because it allows handicapped children to experience the main flow of school. They relish this chance to be like everyone else.

Like other children, the children in my class are continually bombarded with the question "What grade are you in?" from playmates, relatives, family friends, even strangers in stores and restaurants. The fact that they are in a special class is as difficult for them to understand as it is for me to explain to them. Their desire to be like, and with, the other children is usually strong.

This desire can help handicapped children develop if we begin to satisfy it as early as possible. Children who are confined to special classes for years too often equate that placement with failure. Over a period of time, this separation creates fear, resentment, and a sense of worthlessness in handicapped children, which may make later integration into regular classes unsuccessful.

School is the child's first regular experience away from home. We owe every child—"special" or "normal"—the opportunity to experience the same school atmosphere. The earlier we begin to give children this opportunity, the better they will be able to adjust. □

—Judith Berstein, *teacher, Language Delayed Program, Fairfax County (Virginia) Public Schools.*

Reprinted from the May 1979 issue of the *Virginia Journal of Education.*

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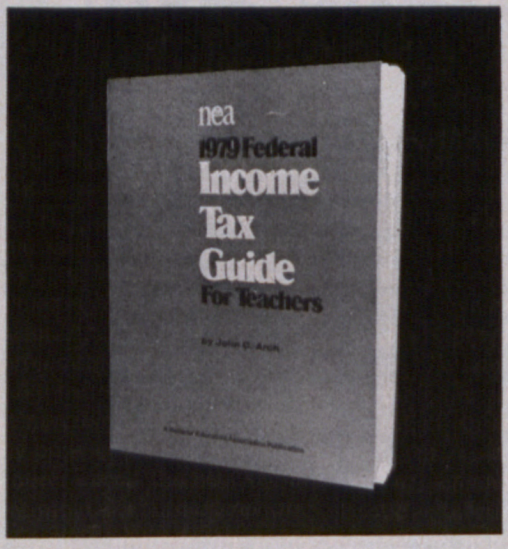

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Teaching Children To Write Poetry

Children do not seem to take to poetry as naturally as they do to prose. Often, a 10- or 11-year-old who can easily write a well-structured, imaginative story will sit uninspired before a blank piece of paper when asked to write a poem.

Most children have had little exposure to poetry, and what poetry they have experienced must often appear to them as mysterious, complicated, and obscure on the one hand, or merely cute and uninspiring on the other. I suspect that many teachers avoid reading poetry and having students write more than token amounts of it because they themselves feel uncomfortable with it. Or they may submit each poem studied to such microscopic examination that students become impatient and turned-off to the entire experience of poetry.

I have found that the most severe obstacle that children experience in attempting to write poetry is that the structure and process of poetry writing are not evident to them. In a child's experience, events follow one another in a chronological sequence, providing a natural structure for the prose form. But children are confused about constructing a poem. They are not sure of where to start and what to include.

Children can write good poetry, but they need considerable guidance from a teacher to produce quality work. Here are some suggestions that have proved effective in my classes.

To interest my students in poetry writing initially, I often start out with an enjoyable, nonthreatening activity suggested in Kenneth Koch's *Wishes, Lies, and Dreams* (a must book for anyone who is interested in teaching poetry). I have my class write group poems. Everyone in the class, myself included, writes one line on a topic that one of the class members or I have suggested. I collect the papers and read the lines as a single work. The results are often amusing, sometimes striking, and always a lot of fun. Here is an example of the results when I asked students to describe the scariest thing they could think of.

THE SCARIEST THING

A pale white face with glowing red eyes floating in pure black night air.

Blood squirting out of a body that was bitten in half by a vicious gray shark . . . .

A slimy, slithery, black, bloody, horrible, terrible thing crawling up my back in the middle of the night.

A werewolf with long fangs and long nails, a hairy face and hairy hands, big red eyes and blood running out of its mouth . . . .

When you walk into a very big black mossy mansion on a full moonlit night and you see a big black shadow on the floor. Then you turn on the light and you see that the black mansion is your home and the hump on the floor is your cat.

Other popular topics for group poetry writing that I have tried include completing the line, "He was so ugly that . . ." or incorporating three or four diverse elements like a color, an animal, and a piece of furniture all into one line. By the time the class has written several of these collaborative poems, most are eager to write a complete poem on their own.

When students begin writing individual poems, I always establish a ground rule which I also have adopted from Kenneth Koch. Their poems may *not* rhyme.

This is a difficult rule for students to accept at first. Rhyme seems to be the essence of poetry to many of them because of the poems they have read. As I try to explain to them, however, writing rhyming poetry makes them concentrate on the rhyme rather than on the substance of the work, and the meaning of the poem is often sacrificed. I relent from this rule only after a student has been writing successful nonrhyming poems for some time and requests special permission to write rhyming verse.

In place of rhyme, I ask students to concentrate on the rhythm of their words and on expressing their thoughts, feelings, and observations as clearly, succinctly, and beautifully as possible. Most students can perceive and appreciate the pulse and flow of language, especially when they read their work aloud. Elementary school students have the aesthetic sense to distinguish between a line that flows smoothly and sounds right and one that is too long, too short, or too choppy. When students are revising their work, I often ask them to read a line aloud to help them identify one that is poorly constructed and in need of change.

A major job of anyone teaching writing is to serve as an editor, to aid students in the task of revising and rewriting. The thoughts in a child's

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poem should certainly be his or her own. Nevertheless, once the child has written the poem, it is the teacher's responsibility to point out grammatical errors, spelling and punctuation mistakes, clumsy phrasing, trite expressions, and rhythmic problems, and to encourage and assist the child in correcting or improving upon these problems. (Students can also learn a great deal about writing by editing each other's work before the teacher sees it.) By serving as editor, the teacher also shows respect for the students' work, and gives students the opportunity to produce a work that is as polished as it possibly can be.

With my more advanced students, I like to discuss and practice writing metaphors and similes, although most of them already use these figures of speech naturally in their writing. We also find examples of overused comparisons and discuss why such expressions are best avoided. When a trite phrase turns up in my students' writing, I point it out and encourage the writers to find another way of stating their idea.

As I mentioned earlier, the greatest difficulty that young poets seem to have is that they lack a concept of a structure around which they can build a satisfactory piece of writing. To alleviate this problem, I use a technique which I call guided poetry writing: I guide the student through the writing of a poem, line by line, providing ideas and suggestions. Here is an example of how the method works. I give students the following directions for writing their poems, one line at a time:

At the top of the page, write the name of an animal that you would like to write about.

On the first line, tell where this animal is.

On the next line, describe what the animal looks like.

Now describe the animal's surroundings, its environment. Use as many senses as you can.

Describe how this animal moves.

For the last line, tell how this animal interacts with the other things in its environment.

I encourage students to branch out from my suggestions, add their own ideas, and even discard one of my suggestions if it doesn't fit with what they are writing. As the students write, I circulate among them, frequently elaborating on a direction or making additional suggestions when a student is "stuck."

Here are two of the poems students wrote during such a session:

LION

Lion
Burning in the African sun.
Lying among the tall grass, tense, ready to strike.
Suddenly leaping into the sky, clashing in midair with a maddened jackal.
Fighting, clawing, roaring, slashing, tearing.
Silence.
The lordly beast lifts his head and walks away, silently stalking in the African sun.
—**David Bloom,** *sixth grade student.*

DEER

On the edge of the clearing in the forest
Where the grass is the softest
And the trees of the sweetest bark,
The graceful animal leaps smoothly into the clearing.
As it moves, rustling leaves.
Softly, softly, now off again.
Bounding through the woods.
—**Marti Dow,** *sixth grade student.*

Although each of these students heard the same set of directions, each created a piece of writing uniquely his or her own.

Rather than restricting creativity, I find that line-by-line guidance encourages it. For example, I find that students ignore my directions as often as they follow them, which suits me very well. I want them to take what they will from the guidance I offer and use it to create something personal and original.

After students have experienced several of these guided writing sessions, I find that rather than becoming dependent on the guidance, they seem to need and want less and less of it. Many are ready to write as soon as I suggest a topic. At this point, I give all directions at the beginning of the session, rather than working with students line by line. Here is an example of this kind of assignment and the poems the students wrote:

Choose something from the natural world, for example, a tree or a feature of the land. Try to picture it as carefully as you can in your mind, and then describe it.

THE WATERFALL

The water tumbles down the mountainside
And crashes on the rocks below,
Spilling foam everywhere.
—**Susan Jernigan,** *sixth grade student.*

THE SEA

The sea is quiet.
The birds are flying.
A wave rises from the water.
It comes crashing down,
Spilling foam into the water.
It rolls up the beach and stops,
Then rolls back again.
—**Catherine Whelan,** *sixth grade student.*

Another writing activity which I have found effective in stimulating students to write poetry is a 15- or 20-minute poetry-writing field trip on the school grounds. Equipped with paper and pencil, the students spread themselves around the field, "open" their eyes and ears, and describe what they experience in poem form.

Poetry-writing activities can catch the imagination of all students—those who are below grade level in reading ability as well as those who are above. To make poetry writing work, however, teachers must present interesting ideas for students to write about and then provide enthusiastic encouragement as students write. Teachers must convey their own lively interest in poetry and a genuine appreciation for their students' work. They should insist that students revise and rewrite until their poems are as good as they possibly can be. And most of all, teachers should be willing to improvise ideas as freely as they guide students in creating a unique piece of writing. □

Meet Chris Rogers

"Often it seems to affect the healthy, good-looking, stoical, and hard-working . . . people who put up with things better than one thinks one would oneself," says W. Bryan Matthews, author of Multiple Sclerosis: The Facts. *The* it, *of course, refers to multiple sclerosis, a neurological disease characterized by speech disturbances, muscular incoordination, weakness, and involuntary oscillation of the eyeball. Some who suffer from the disease become incapacitated.*

Its symptoms are rare in children. Their frequency of onset increases in the late teen years and reaches a peak in the early thirties. In rare instances, people in their sixties have experienced the onset of the disease. Women are more frequently affected than men; the ratio is 3 to 2.

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Last school year, Elizabeth E. Yeary, assistant editor of Today's Education, *interviewed Mrs. Rogers, an indomitable woman who seems to fit Matthews' description of the typical victim of multiple sclerosis. They talked about her teaching and her disease and how they affect one another.*

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(continued on page 84)

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direct about it. They'll say, "Boy, you're lucky, you can ride around in that little car all the time. I wish I could do it." Or they might ask, "Won't you give me a ride on it?"

The first year I had the chair, I gave the kids rides, but then, last year, I said, "No, because this chair is very important to me. I can't walk, and therefore I need this to get around." And they don't ask anymore.

One little girl was very perceptive about the chair. When somebody said, "Oh, Mrs. Rogers is lucky, she can ride in her wagon all the time," the girl said, "Well, you wouldn't be so lucky if you had to ride in it." Which was very interesting, coming from a seven-year-old.

When I used to walk with a cane, children would want to borrow my cane, and they would kind of hobble around very slowly like I used to have to do. But they don't see this as anything to be embarrassed about, because they're so accepting, you see.

Adults, I feel, are more self-conscious about disability, although being disabled myself, I can usually put people at ease about it, because I've almost forgotten that I'm disabled. If I forget about it, most everybody else does, too.

Did you have your chair built, or is it one that you bought on the market?

It is on the market. It's called the Amigo, and it was designed by an engineer in Michigan whose wife had multiple sclerosis, too.

I have one at home and one at school. The janitor very kindly charges up the one at school once a week for me. The chair is electric.

Do you have any children with disabilities in Northwest School?

We have two special classes. This year, I have three children from one of the special classes in my dance class once a week. They also go to the library with my class and have lunch with my students.

How do the so-called normal pupils in your class react to the children from the special class?

I don't think there's any special reaction. In some ways, I've done some preparation for their coming in. The children from the special class tend to cling together because they know each other. So when they join us for lunch and dance class, I try to be sure that they're scattered among the other children. Now they feel quite comfortable with the class, and they join in the conversation and the activity.

How long have you been teaching at Northwest School?

This is my twelfth year.

Have you always taught first grade or a combination first-second grade?

I used to teach kindergarten, and then I changed to first-second grade. I have always been in the primary grades, which I prefer.

How did you decide to become a teacher?

I attended Cornell University as a liberal arts major. I met my husband, Vincent, there.

He had a lot of teachers in his family. I had always worked with children and liked them. Also, at the time there was a teacher shortage, so we thought that going into teaching was a very practical thing to do. We both got our BA's at Cornell, and then we entered an intensive teacher training program at a nearby teachers college, which put us into the classroom while we were getting our master's degrees.

When we had our family, I stopped teaching for a while.

How many children do you have?

I have three. Two girls and a boy. The two girls went to Middlebury College and graduated with honors. Jill has accepted a job as a school librarian in South Royalton, Vermont, and will be working on her master's degree in library science. Robin is teaching at Pine Point school, Stonington, Connecticut, and she's working on her master's at the University of Connecticut.

Evan is a professional musician. He is lead vocalist and percussionist with a band called Too Much, Too Soon.

Is there a great interest in music in your family?

I used to play violin. I don't anymore, but my music comes out in creative dance with my students. My husband, who is a professor at the University of Connecticut, is a jazz musician. He plays his trumpet all the time, so I suspect my son gets his interest in music from both of us.

What is your husband's field?

Education. He is quite well-known for his work in open education. He and I basically have the same philosophy about open education.

How long have you had an open classroom?

I think always, because kindergartens have always been open. Now that I have the first-second combination I find that I like to set the day a little more definitely than I would with kindergarten, but it all depends on the students. I have a pretty strict setup for the school day.

But within this setup, there's plenty of time for freedom, for the child to explore and to grow in art or in reading or whatever by his or her own means. This is very important. If you have a fairly definite setup in the classroom, it makes it easier for the children, because if children have too much freedom, they become confused.

Are you strict with your pupils?

I think I am very child-centered, with a demanding approach. I feel that I have to watch the individual child very carefully and the way a child grows and the way a child learns.

I don't like to use the word *strict*; I prefer *demanding*. But I suppose they mean the same thing. I feel that I bend to the individual's needs but I keep a stern exterior. This allows me to be happier because the children behave better. If I am demanding of their behavior and expect courteous behavior and quiet voices, then I can be a happier teacher. So while I seem to be stern at times, that really allows more freedom and happiness in the classroom.

Reading, of course, is an important part of first and second grade work. What are the key methods or approaches that you use to improve your students' reading?

It's very important to have an overall approach to reading that includes creative dance, the arts, trips. All of this builds children's backgrounds, their real-life experiences that make reading come alive for them. I encourage children to engage in all these things. I also give formal reading instruction—the alphabet, word building, and so on.

You mention trips. Does your disability prevent you from going on them with the class?

Well, last year, I could no longer go on field trips, because they're too difficult for me. So what I've tried to do is to plan little trips with the help of other teachers for the children. I have the

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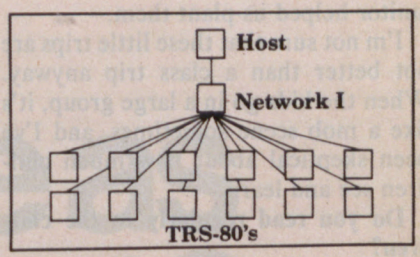

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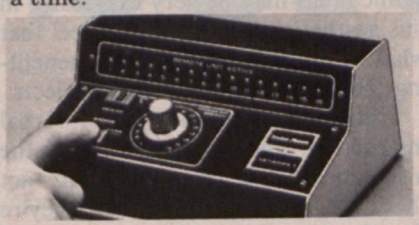

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class do different things that in a way don't substitute for field trips, but make up for them in some way. For instance, we had a plant sale, and with that money, we bought shrubs for the school. Instead of having the whole class go to buy the shrubs, we had five children and another teacher go to buy them. They brought them back for the children to see and enjoy. Then the janitor helped us plant them.

I'm not sure that these little trips are not better than a class trip anyway. When the kids go in a large group, it's like a mob scene sometimes, and I've been skeptical about how much children see and learn.

Do you read regularly to the children?

Yes, yes, I feel that's very important to the reading process. Every day, either my aide or I read to the children.

Which stories get children excited about reading?

Dr. Seuss. All his stories. And E. B. White's *Charlotte's Web* and *Stuart Little*. Let's see, the Babar stories are always favorites.

What is important, though, is to read good quality literature to the kids.

You mentioned your aide. Do all the teachers in your school have aides?

Everyone doesn't have a full-time aide as I do, but we have three aides in the school whose time is shared by the other eight teachers.

I have a full-time aide, because as my disability became more serious, I needed help in my classroom. So the board of education made arrangements to have a special aide for me.

Will you elaborate on the creative dance class that you include in your activities with the children?

Well, we go to the gym, and I bring the record player and a drum. The children take off their shoes and stockings.

I usually begin the lessons with some kind of drum rhythm, and the children respond to the drums. If I produce a walking beat, they walk. Periodically, I ask the children to freeze their position—to do a body hold, to pretend to be a statue.

I have the children walk, run, skip, gallop to music. I use different records or different drumbeats for different movements.

Do you give the children a lot of direction?

No, not really. If I see a child responding in a way that I think is beautiful or appropriate to what I'm playing, I'll say, "Everybody stop. Let's see Christian do this" or "I like what Christian is doing." I do this so that the children will look. Then they all move in their own way. After the class does this all year long, they become very responsive and they forget themselves.

What is your goal in teaching dance?

Well, one reason I teach it is because I love it. I used to be a dancer. This is one way I can express my interest in music. So it's satisfying for me, but I can see it's just as satisfying for the children.

Children who don't do well in academic areas may be very expressive in this aesthetic area. But I also feel that what we do in dance can't help benefiting the children in academic subjects.

I give the children a lot of verbal instruction. They have to listen to the instructions and then physically act them out. In addition to that, they're listening to the music, and they're learning to be responsive to that. They're developing their listening skills.

You say you used to be a dancer. Did you go to dancing school or take dance at college?

I had always been interested in dance and liked it from the time I was a little girl. I used to do tap dancing and ballet and modern dance. I also used to teach dance to adult groups at the University of Massachusetts.

I would not say that I was a great dancer, but I always had the "gift," and I moved nicely.

Were you a great sportswoman?

I was always very agile in sports. I was a good tennis player, not a great one, but a good one. My husband is a tennis buff, and I enjoy watching him play. But I miss playing, that's true. I accept that I cannot, but I miss it.

I am still able to swim. I still dive into the water. When I come out of the water, I get a minor remission, which builds up my energy, and I'm able to function more efficiently.

I used to ride horses. So sports was just a fun thing all through the years. And that's why when this began to happen, I couldn't understand because everything had always been so easy for me.

In what ways have you had to adjust your methods or your approach to children as a result of your handicap?

I had to learn to teach all over. When I first realized that something was happening to my body, it was a very scary thing, because I didn't understand it.

For a while, people didn't understand, since I didn't understand myself what was going on. I began to be less able physically because I would tire so quickly. And then, of course, I started to compensate for it and say, "I can't do this, and I can't do that." There were problems that resulted for a while.

You mean, you weren't able to do some things you were expected to do in connection with your job?

Yes, right. One time, on one of our in-service days, teachers were supposed to take a walk on a nature trail. I realized that this was going to be too much for me, but I couldn't explain it because I knew that something was wrong, but I didn't know quite what was wrong, and I wasn't ready to reveal the weakness. So I covered up in different ways. And then, perhaps people misunderstood and misinterpreted what I was doing.

Well, anyway, I went through a time when life was very difficult. But during all this time, I was so motivated to teach that I'd let nothing stand in the way. And so I sought psychiatric help. This was one of the big things that helped me and the children and of course the school system.

There was a long period when the multiple sclerosis was not diagnosed. All that time I didn't understand what was going on, and I thought that it was just me.

I'd been to doctors, but doctors never want to diagnose multiple sclerosis until they're absolutely sure.

Because there isn't a foolproof test.

No, there isn't.

Is it a painful disease?

Well, it can be, especially if you're tense or if you've overworked. But generally speaking, I'm not in any pain while I'm teaching.

Do you go to a doctor regularly?

I went to the psychiatrist for a long time, and I feel that she got me over

Will there ever be another TV series as worthwhile as Sesame Street?

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And we're happy to invite you and your 8-to 12-year old friends to watch *3-2-1 Contact*. See your local TV listings for the broadcast schedule.

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the difficult part of accepting what I have and realizing that if you've got something like this, best not to dwell on what might have been.

I have a neurologist, and I saw him recently for the first time in six years. I had a checkup, and he thought I should take some Valium at night, because I do get very tight and spastic. But I do not want to take any medicine, because I feel that the medicine throws my whole system off. I figure I should just live with the tightness and try to cope.

What were your earliest symptoms? Double vision?

No, no, I never had any double vision, and luckily no speech problems. I do suffer from fatigue, which is one of the greatest problems, but with the chair I'm able to do everything.

When did you first start noticing the symptoms?

About 10 or 11 years ago. I would first notice it at night when I came home from school. My legs would feel numb, and I couldn't understand why.

Then I'd function all right for quite a long while, and then I'd seem to reach exhaustion, and I would have trouble walking. I'd rest, and then I'd feel all right. But if I were teaching for a long period of time, I would find— oh, I just can't stand it, I've got to sit down. And that's how it came upon me.

So this gets back to your question about adjusting my teaching methods. I had to learn to direct verbally a lot of the activity that I had always done physically.

When I had the cane, I couldn't go over to a disruptive child quickly and put my hand on his shoulder or touch him in any way, because I couldn't get there in time. So I had to learn how to get the child to come to me.

Now, I hope there aren't going to be any more changes in my physical condition, so that I can continue to operate from this vehicle and get around the school.

Another great adjustment, of course, is learning to work with an aide, learning to help her understand things the way I understand things. What can happen is that I spend most of my time trying to help the aide to work with children. So working with more people presents more problems.

How are your relationships with the staff?

The staff members have been wonderful. They are very helpful and, I think, very understanding of my disability. But on the other hand, I feel that I'm just like anybody else.

For a while, when I first came to school with a cane, I'm sure people said, "Oh, she'll never last, she'll go downhill fast." Maybe I think they said this because I felt this way, I'm not sure.

I have the feeling that people were being especially nice to me because they thought I was in my last days of teaching. But then they began to see, "Oh, her last days are lasting longer and longer and longer." So that now, I think they consider me just a regular teacher.

Does the staff question you rather freely about your disease?

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If you have developed ideas for teaching handicapped students in one of the content areas listed above, contact Gordon Felton, Manager, NEA Publishing, 1201 16th Street, N.W., Washington, D.C. 20036.

Suggestions for preparing your manuscript and general guidelines will be mailed to you. In your letter be sure to state the grade level you teach as well as the content area.

Well, there's nothing really much to question. Sometimes I'll talk about it. I'll say, "My body feels tight today. Had a tough day." But I'm usually here all the time. It's rare that I'm sick. I'm probably more healthy than most—if you disregard the multiple sclerosis.

I'm sure the staff here knows more about multiple sclerosis than most other people because of me.

In his book, *Spirit Makes a Man*, Joseph Panzarella, who is a doctor of rehabilitative medicine and a victim of multiple sclerosis, says, "I always felt the more visible a handicapped person was, the easier it would be for society to be comfortable with the disabled. I made it a practice to attend meetings and conventions where there would be other doctors who were not aware of the disabled."

How do you react to that? Do you attend teachers' meetings and conventions?

This is something that I would like to do but find very difficult to do, because places are not set up for disabled people. I can't depend on whether a place will have a toilet for handicapped people and if it will be at a level where I can get to it. I can't depend on there being a ramp to get me where I want to go.

So it's a problem. As far as being seen, that's the least of my problems. I'm delighted to be seen.

Are you involved in any civil rights groups for the handicapped?

No, I try to relate to most people on a daily basis, and I don't identify with other handicapped people. It probably goes back to my belief about homogeneous grouping in school. I do not think that homogeneous grouping of bright, gifted, slower children or any kind of grouping on the basis of sameness is good. I believe in a mixture of all kinds of people of all kinds of intelligence and all kinds of abilities.

But you wouldn't band together with them to help maybe get buildings changed or—

Well, I have a full-time job, and I don't have the leftover energy to do this. But it certainly needs to be done by somebody, preferably somebody who is not handicapped.

I am a member of the National Multiple Sclerosis Society.

Do you find that a valuable organization?

Yes, they're very helpful, and they're very conservative, with reason.

When you say they're conservative, what do you mean?

Well, they're very conservative in their reporting of research. For instance, they don't report research that raises false hope. You may find such reports in popular magazines, however.

Then I wonder what your reaction is to a recent spate of articles on multiple sclerosis in the popular press, *McCall's*, *Saturday Evening Post*, and *Good Housekeeping*. Now, these may reflect, of course, the media's recent interest in the handicapped.

Do you welcome that kind of interest?

I think that's good. But one must always think about the source from which a report is coming. When it comes from a popular magazine, I read it with interest, but skepticism.

I always love to read articles about people with multiple sclerosis, just to compare notes. They're usually inspirational and hopeful.

People who have handicaps need supportive people around them. Do you agree?

I have supportive people around me.

The whole school system—the superintendent, the teachers, the principal, and the janitors. (This reminds me of the TV Emmy shows, you know, you don't want to leave anybody out.)

But my husband really is the one I must give the credit to. We've been married for 31 years. It's just like the marriage vows say—for better or for worse. But we seem to—at least we try to—look at the positive side of life and try to make the most of what we have.

And if you really stop and think about it, if I didn't have the disease, I'd have everything—three lovely children and a handsome and successful husband, two lovely homes, and a teaching career that I love. So if I could just get rid of the disease, I'd have it made. But I don't like to dwell on getting rid of it—that's not a possibility.

Some observers say the handicapped are the most discriminated-against group among the minorities. Although they have made great gains in eliminating physical barriers, they still have many invisible barriers to overcome—barriers of ignorance and fear, intolerance and indifference that have blocked them from assuming their rightful place in society.

What is your reaction to that?

Well, I think it's probably right. And even though the laws have changed, a lot of the physical blocks still have not changed, so that you can't always go to the theater or you can't always go shopping. But with the changes as a result of the new laws, you will begin to see more people coming out. They will begin to show themselves; they will begin to have courage, because they know they're not going to have to be locked up in the closet, so to speak, any more.

What about teachers who now, as never before, are facing children with different types of handicaps in the classroom? What's the charge for the profession there?

There has been a lot of talk about trouble with mainstreaming handicapped children. But teachers are going to find that the so-called normal children are very accepting. They love to help me, and they love to help a new child in the class.

A teacher must open her heart and her ears to the needs of handicapped youngsters. But the normal children in the classroom will be a big help. This is not to say that I don't think that teachers should not have adult help to give them support—because they will be anxious and fearful of having a handicapped child in their class. They will fear that they won't be able to cope. So they are going to resist. First, they've got to be made to feel secure that they can cope with this youngster, that this youngster isn't going to demand all of their time and attention.

Do you think teacher training institutions need to institute courses to introduce teaching candidates to different types of special children whom they may—

I think more disabled students should go to college. If colleges and universities make it physically possible for disabled people to go to school, special classes in learning about the disabled will not be needed.

I'm not talking about extreme cases. I don't know how you'd be able to mainstream an extreme case. This would have to be done on an individual

basis and with the teacher's consent and agreement.

Dr. Panzarella says that he has found, with almost every patient that he has worked with, and especially with those patients who have suddenly become disabled, that almost universally, the question Why me? plagues them. Did this happen to you?

Well, this is why I went to a psychiatrist. I really don't wonder about Why me? too much now, though, because I think that life is a gamble. I'm the one in thousands who got it. I don't think that anybody put a finger on me and said, "You deserve it."

It's really just something that happened. And, naturally, I wish it hadn't. But I don't really stop to think about it. I'm doing what I want to do, and I enjoy teaching.

You've always enjoyed your teaching. Do you find you enjoy it more now?

I appreciate teaching more. I miss it so much sometimes when I'm away from the classroom.

When you work with children, they're constantly bringing you new ideas and new material. They have a freshness about them that is always inspiring.

You get your energy or your creative force from the children. And so I probably appreciate teaching more because of the disability. The job is always a challenge. Probably because of the disability, I see it as even a greater challenge. □

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CIRCLE QUICK-ACTION CARD NO. 34

Classroom Tips

By JANE TYLOR FIELD
Retired Teacher of English and Creative Writing, Chula Vista, California.

These are suggestions made or collected by Ms. Field, and she urges NEA members to send in interesting and useful teaching ideas for possible use in future issues of Today's Education. *Ms. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals. Mail suggestions to Box CT,* Today's Education, *1201 16th St., N.W., Washington, DC 20036.*

A classroom in the cemetery! That was the inspiration of Oliver Chapple of Spiritridge Elementary School in Bellevue, Washington. In 1974, Chapple was inspired by the approaching bicentennial to trace his own roots. He went looking for them in a cemetery in Nebraska, the home of his ancestors. He was saddened when he saw the cemetery in disrepair, but he was also impressed by the genealogical information it yielded.

Back at school, he and his teaching partner, Gwen Kopeinig, decided to involve their fifth and sixth graders in a searching out of the past. In so doing, they would all visit two cemeteries.

Early on the chosen day for the field trip, they strolled about Seattle's Lakeview Pioneer Cemetery—green, beautifully maintained, its tombstones reading like a who was who of the city. The children recorded much data about street and place names and events from the stones.

Later in the day, they journeyed to the sad sanctuary of Newcastle, an almost deserted mining community six miles outside Seattle. Here they found spots where once markers had been, toppled tombstones, litter, and motorcycle tracks. The children were upset by the contrast with Lakeview and wanted to try to restore the Newcastle cemetery.

After many planning sessions, some with parents, they began a restoration project. At the cemetery, groups of six children, each with a parent volunteer, removed broken glass, trash, weeds. They used brushes to probe for markers buried under dirt and debris. They sprinkled sand in the letters on the markers to make them more legible. They pieced together broken tombstones and made rubbings of the most decorative ones.

The media gave Spiritridge's project much attention, and the Washington State Bicentennial Commission designated Spiritridge a Bicentennial School. Many citizens wrote the class about their appreciation of the children's work.

Four years later, students at Spiritridge are still searching for information about Newcastle's former residents, especially those in unmarked graves. Did they die in epidemics? Were they killed in mine explosions like so many of the others?

When the project is finally concluded, copies of the information that students, parents, and teachers have gathered will be given to the Seattle Public Library and to local genealogical and historical societies.

Fourth and fifth graders at Frederick Douglass Elementary School in Cincinnati's Walnut Hills area also have been ferreting out local history. Under the direction of Marion Dula, Title I reading teacher, they learned first about their own school, going back to its beginnings in 1858. They interviewed longtime residents of Walnut Hills about the school and other aspects of local history.

The interviews were so fascinating that the school held an assembly in which the interviewees starred. They shared stories, anecdotes, pictures, and documents from their pasts. Some of the guests were 85-year-olds who remembered when teachers at Frederick Douglass Elementary School rewarded poor behavior with switchings and when lunches at the school cost only 3¢.

Some areas are especially rich in recorded history because they have been the scenes of important meetings and battles. Lancaster County, Pennsylvania, is such a place, and Sam Slaymaker II is the eighth generation to live in White Chimneys, his family's home in the County.

Mr. Slaymaker has developed slide programs about Lancaster's landmarks, including such currently important sites as Chadds Ford, home of the Wyeth family art museum. He presents these programs to schools in the area.

Mr. Slaymaker realizes that casual readers of U.S. history may believe Pennsylvania was initially settled by Quakers only. He therefore emphasizes the variety and importance of denominations other than the Quaker and shows slides of buildings constructed by some of these—the Episcopal, Presbyterian, Lutheran, Mennonite, and Amish.

Programs like Mr. Slaymaker's could open many children's eyes to evidence of the past. Search your community for knowledgeable speakers like him who can help youngsters become aware of the historical importance of their surroundings.

Douglas Lindly of Foster Elementary School in Sweet Home, Oregon, points out that preventable accidents kill more children than all six leading children's diseases combined. Therefore, safety education is most important and should be a continuing process.

Mr. Lindly helped the fifth graders at Foster complete a course in how to prevent accidents and care for the sick and the injured. The course helped them satisfy several of the school district's health and science requirements.

Mr. Lindly used inexpensive, self-instructional, cartoon-illustrated workbooks. Although written at a fifth grade reading level, these texts have been successfully used by students in grades above and below the fifth grade level. After children completed individual lessons in the texts, they practiced related skills such as artificial respiration and bandaging.

Teachers can be authorized to teach the Basic First Aid Course and issue Course Completion Certificates after a brief orientation. Information concerning this program may be obtained from local Red Cross chapters.

Edna Genise Lewis of Paoli Pike Elementary School in West Chester, Pennsylvania, feels that classmates often need assistance in getting to know one another. To hasten the process of changing a roomful of strangers to a roomful of caring friends, Ms. Lewis suggests an activity she calls Spotlighting.

Class members all become "reporters" and interview one another.

The reporters use press cards. They have a podium and a pretend microphone. Eventually, they compile all their information into a booklet called "The Family in Room 21."

Cindy Gerbino, a special education

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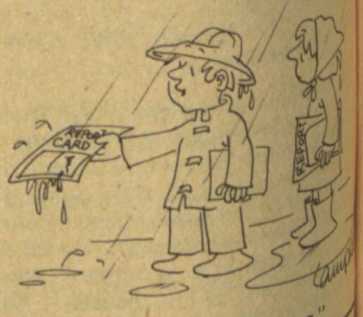
teacher in Cincinnati, Ohio, suggests two learning activities for kindergartners. The first, Jumping Squares, aids in alphabet recognition. Ms. Gerbino draws large squares on the floor (or outdoors) and writes a letter of the alphabet in each. Then she directs pupils to jump on given letters, make the sounds of the letters, and give words beginning with those letters before moving to another square.

The second, Number Line, requires a picture of a flower garden on a piece of Oaktag. Ms. Gerbino puts a large numeral on each flower. She also makes a bee out of paper and attaches it to a stick. Then she calls out the numerals and asks a student to move the bee from one designated flower to another.

If things have gotten a little out of hand (discipline is the most explosive problem in our schools today), ask the president of your local association to give you a look at the discipline kit prepared by the San Antonio Classroom Teachers Council and NEA. It has been distributed to every local association president by NEA.

Part of the kit—"Classroom Survival Manual"—makes the following suggestions:

- Schedule a variety of activities.
  A. Design activities that allow students to release suppressed energy and emotions.
  B. Vary activities to reduce boredom and increase student interest.
- Schedule classroom activities carefully. Avoid sudden starts and stops during transition from one subject or activity to another. The following have a negative effect:
  A. Changing a topic or goal for some insignificant reason.
  B. Interrupting an activity suddenly with an order, statement, or question.
  C. Lacking sensitivity to group readiness to receive a message.
  D. Leaving an activity incomplete.
  E. Mixing two unrelated activities.
- Be impersonal when discussing a pupil's misbehavior with him or her. Be personal when discussing the interests, aptitudes, or accomplishments of your students. □



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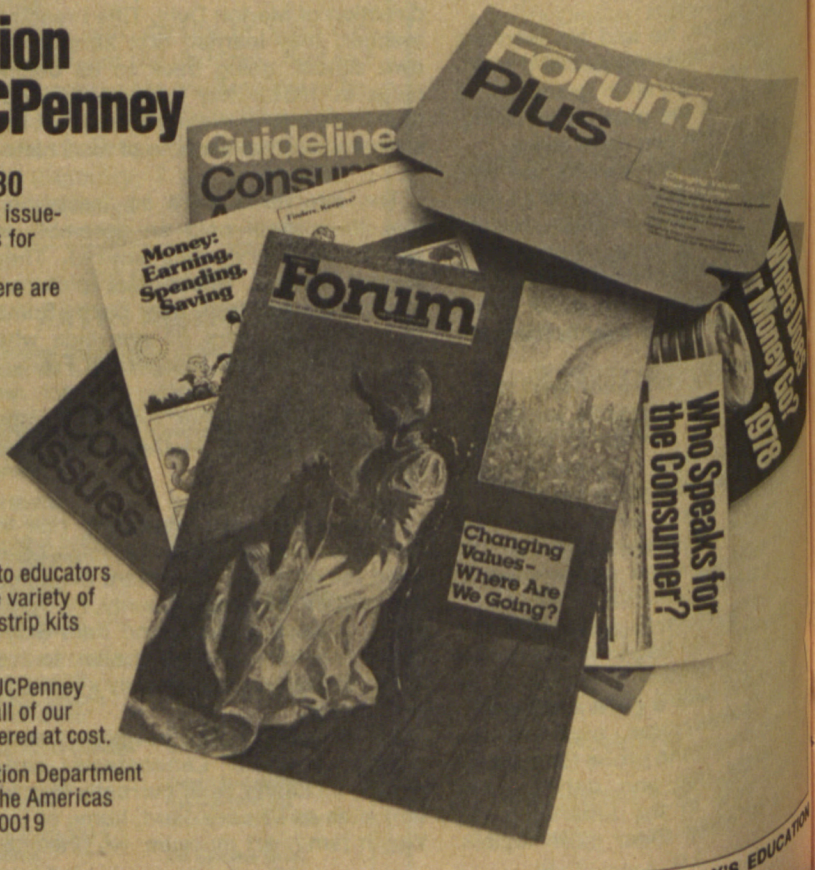

A Teacher Guide to 3 ABC Afterschool Specials

Heartbreak Winner: One Girl's Struggle for Olympic Gold, February 13
Where Do Teenagers Come From? March 5
What Are Friends For? March 19

Featuring Highlights of the New Weekend Specials
The Puppy's Amazing Rescue, January 26
The Gold Bug, February 2 & 9
The Trouble With Miss Switch, February 16 & 23

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3 ABC Afterschool Specials

Heartbreak Winner: One Girl's Struggle for Olympic Gold

February 13

To win a coveted Olympic gold medal is a dream many young athletes share. The ABC Afterschool Special, HEARTBREAK WINNER: ONE GIRL'S STRUGGLE FOR OLYMPIC GOLD, based on a soon-to-be-published novel by Michael Bonadie, is the story of one young figure skater's determination to qualify for, and ultimately capture, the world's highest honor in her sport. It is also a story of defeat and disappointment, and of learning to understand better what victory and accomplishment really mean.

Sixteen-year-old Maggie MacDonald is a dedicated skater who not only has the drive to make it to the top, but also the talent to become a gold medalist. She is encouraged and supported in her ambition by her parents, her friends, and her coach, Mitch Parks. Under the pressure of preparing for the sectionals, however, Maggie begins to change; her friends and coach notice that her determination is now laced with a fierceness that makes her irritable. At times, Maggie appears to have something physically wrong with her, although she denies that any problem exists.

Her performance on the night of the sectionals is spectacular, up until the last seconds of her routine when she collapses, succumbing to the pain she has been hiding all along. The diagnosis of her problem is a grim one: Maggie has juvenile rheumatoid arthritis. The prognosis is especially jolting for Maggie whose nickname is "Miss Perfect" and to whom "anything less than perfect just isn't acceptable." Although she will live a fairly normal life and will even be able to skate again, her days of competitive skating are over. Bitter, hurt, and angry, Maggie refuses to accept the reality of her situation at first. Through the support and unrelenting efforts of others, including Joey Taylor, a young patient she meets while in the hospital, Maggie learns that the joy of giving and sharing with others is more important than winning a gold medal.

QUESTIONS AND ACTIVITIES

1. (a) Ask students to discuss the following questions about the sacrifices that Maggie is willing to make to achieve her goal: Have you ever wanted to achieve anything as intensely as Maggie? Do you feel that such achievement would be worth the sacrifices involved? Have students share their answers with the class. (b) Suggest that students read biographies of such Olympic athletes as Jim Thorpe, Dorothy Hamill, or Olga Korbut. Have students discuss the various roads these athletes followed to pursue their goals.
2. Discuss with the class to what extent attitude should be considered in the pursuit of excellence. Why does Mitch feel Maggie's present attitude would disqualify her from consideration by the Olympic Committee? What does Maggie have to learn about success and failure? How does her encounter with Joey Taylor help her to learn this?
3. Ask students to write a short paper discussing how athletes entering a competition can prepare themselves for the possibility of *not* winning. Suggest that students read William Buchanan's *A Shining Season* (NY: Coward, McCann, & Geoghegan, Inc., 1978) about runner John Baker's confrontation with disease.
4. Have students research the disease juvenile rehumatoid arthritis. What are its causes? Its characteristics? What restrictions, if any, are placed on its victims? How common is the disease? What scientific research has been done on this disease?

What are friends for?

March 5

Twelve-year-old Amy Warner experiences a trauma many other young Americans and their families also face. Her father and mother are divorced, and to com-

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pound the hurt for Amy, her father has remarried. The ABC Afterschool Special, WHAT ARE FRIENDS FOR?, is adapted from the Mildred Ames novel of the same title. It explores the hurt, confusion, and hostility which Amy experiences; the way this affects her relationships with her peers; and the way she learns to accept and cope with her situation.

After the Warner's divorce, Amy and her mother move to a new area. In making new friends, Amy is initially attracted to Michelle Mudd, a young girl whose parents are also divorced. Amy's search for stability and for a dependable friendship leads her to make a pact of lifelong friendship with Michelle. Amy also begins to enjoy the company of two other girls, Barbara and Nora, but Michelle interferes, claiming that Barbara is prejudiced against "divorced" people.

Blinded by anger and hostility toward her father, to whom she refuses even to speak to on the phone, and by her desperate search for loyalty, Amy does not see how Michelle is using their "friendship" for her own purposes. Amy is supportive of Michelle even while sensing that Michelle's behavior and life-style are often a bit strange. When Amy innocently becomes involved in Michelle's habitual shoplifting she realizes that friendship cannot be built solely on a ceremonial pledge. In spite of the shock of learning the truth about Michelle, she finds she still has compassion for her friend. For the first time, Amy's mother's attempts to explain the causes of the divorce begin to be clearer to her. Amy can finally understand that her father still loves her and, more important, that she still loves him.

QUESTIONS AND ACTIVITIES

1. Throughout the story, the words "loyalty" and "commitment" appear many times. Have your students consider the following: (a) What do the words "loyalty" and "commitment" mean? Compare the two words and their meanings in relation to friendship and marriage. Is commitment more important to a relationship than loyalty? Explain. (b) Using examples from the program, discuss the following questions: Does Michelle's view of loyalty differ from Amy's? If so, how? How does Amy's experience with Michelle help her to achieve a more mature understanding of the concepts of loyalty and friendship? How does this help her to relate to her father once again?
2. Have students write an essay discussing what the word "friendship" means to them. Instruct them to consider not only what they expect *from* a friendship, but also what they should contribute *to* a friendship. In the same essay, have them discuss what they think the value of friendship in marraige is.
3. Ask students to discuss the relationship between Michelle and her mother, referring to scenes from the program. In what ways does Mrs. Mudd contribute to Michelle's problems? What does Michelle's shoplifting indicate about her needs and her feelings? Is this in any way an outgrowth of her feelings toward her mother and father? Explain. Have students compare Mrs. Mudd and Mrs. Warner. What different standards and values do they represent? Have they passed these on to their children?

Where do teenagers come from?

March 19

The road from childhood to adulthood is rarely smooth and easy. The biological and emotional changes that occur at this time, make adolescence a particularly tumultuous period. How well prepared the individual child is in understanding and accepting these changes will determine the degree of frustration and awkwardness which are said to be hallmarks of this stage of development.

In WHERE DO TEENAGERS COME FROM?, the ABC Afterschool Special sequel to WHERE DO BABIES COME FROM?, we meet, once again, Kelly Driscoll, now age 13, and her friends, Oscar and Pete, as they enter the new world of junior high school.

Until now, Kelly's life has been happy-go-lucky and uncomplicated. Kelly approaches junior high school in her typical, offhanded manner, with only a trace of uncertainty. Before the end of the first week, however, she becomes acutely aware of marked changes in her peers, without recognizing similar changes in herself. Her friend Pete becomes susceptible to the charms of the opposite sex, and Oscar understands and supports his behavior. Kelly feels that even her girlfriends betray her when, at her slumber party, they learn new dance steps from Julie, her older sister. Both these developments upset Kelly, who finds herself angry at Pete's new interests and provoked by her feelings into an open show of hostility.

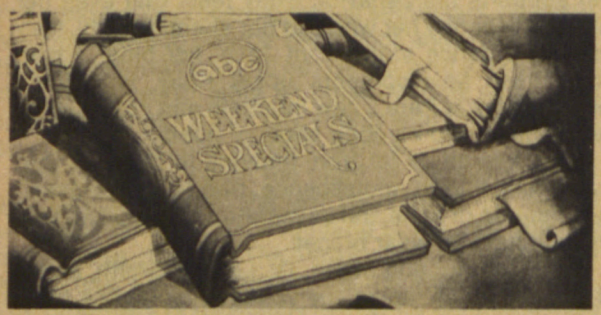
Kelly, herself, is far from immune to changes that may occur during adolescence. She is embarrassed by a flare-up of acne and devastated by the news that she will have to wear braces.

Family doctor and friend, Dr. Lendon Smith, aware of the dilemmas facing the youngsters, invites them to view an animated film which explains simply, and sometimes humorously, the changes young people experience at this stage of their lives. With a better understanding of why she and her friends behave and feel as they do, Kelly finds greater tolerance for her own problems.

QUESTIONS AND ACTIVITIES

1. Puberty and adolescence often seem unbearable and endless. Later in life, these difficulties may not be vividly remembered. (a) Ask the students to interview individuals in their early 20's, asking them what they remember as difficult about their years as adolescents. What were their major concerns then? What are they now? What pressures regarding their appearance, social life, and parental and peer expectations do they remember? (b) Have students repeat the interviews with their parents. Did their parents experience different attitudes and concerns than

adolescents do today? Have students share their findings with the class.
2. Have the class make up a reading list, with each student anonymously contributing the name of the book he or she is now reading. How wide a range of interests does this list cover? Have students discuss what the list shows about the interests of the class at this stage of their lives.
3. Ask students to keep a "mood chart" for one school week. Instruct them to record the various emotions they experience each day during the week. Do they feel that being objective about their moods helps them to cope better with them? Have them explain their answer. At the end of the week, select one of the moods and write a poem or short essay about it, using as many descriptive words as possible.
4. Ask students to write a paragraph describing their relationship with an older brother or sister or an older friend. Instruct them to answer the following questions: What characteristics do they share with the person they are writing about? What characteristics do they admire in him or her? According to what students have learned about themselves in this special, do they think any of these feelings may change in a few years?
5. Have students define the following terms: (a) "puberty," (b) "adolescence," (c) "glands," (d) "sebaceous glands," and (e) "hormones."
6. Discuss with students why friends are so important to them and what the term "friendship" means to them personally.



Weekend Specials

The Puppy's Amazing Rescue
January 26

Based on an original script, this sequel to THE PUPPY WHO WANTED A BOY, follows the further adventures of an heroic puppy named Petey. Petey, his boy Tommy, and Tommy's adopted parents are on a camping trip when disaster strikes, and Petey is separated from his loved ones. This resourceful puppy faces endless trials and tribulations in his valiant attempt to rescue Tommy and his family.

QUESTIONS AND ACTIVITIES
1. Have students write a short story involving an animal in an heroic adventure.
2. Have students read: *Dog of Bondy Castle* by Lynn Hall, *Kildee House* by Rutherford Montgomery, and the *Lassie Come Home* series by Eric Knight.

The Gold Bug
February 2 & 9

Set against a background of the post-Civil War South, this television adaptation of Edgar Allan Poe's short story is a study of the mysteries of the mind and the subtleties of obsession. A young boy, innocently exploring an island, encounters a strange hermit, LeGrand, and his terrifying mute companion, Jupiter, both of whom are searching for treasure. The boy is drawn into their quest when he inadvertently discovers the map of Captain Kidd and is caught up in their fever to find the treasure.

QUESTIONS AND ACTIVITIES
1. Have students write their own versions of what happened to LeGrand and Jupiter while the boy is away from the island. Ask the students to keep within the style of the storyteller.
2. Have students read several other Poe stories, such as "The Cask of Amontillado" and "The Black Cat." Compare the plots, outcomes and themes of these stories with those of "The Gold Bug."

The Trouble with Miss Switch
February 16 & 23

From the first day of school, Rupert Brown thinks that the new teacher, Miss Switch, has some very strange habits. With his classmate Amelia, he decides to investigate. Miss Switch, it seems, is a real witch, but, a good one, who is being persecuted by the evil Saturna and her Computo-witch. To avoid a frightful banishment, Miss Switch must produce a new and unique use of her powers.

QUESTIONS AND ACTIVITIES
1. According to Rupert, Miss Switch is sometimes nice, sometimes nasty, but *always* fair. Ask students if it is important for teachers and students to be fair with one another. Discuss with the class relationships where fairness plays an important role, for example, between a coach and his team.
2. Rupert believes that there is an explanation for everything, but Miss Switch claims the world will always contain mysteries. Ask students if they believe there will always be a little fantasy in their lives and discuss with them the continuing popularity of fairy tales.
3. Discuss Miss Switch's statement that "more important than a good teacher is a good student."

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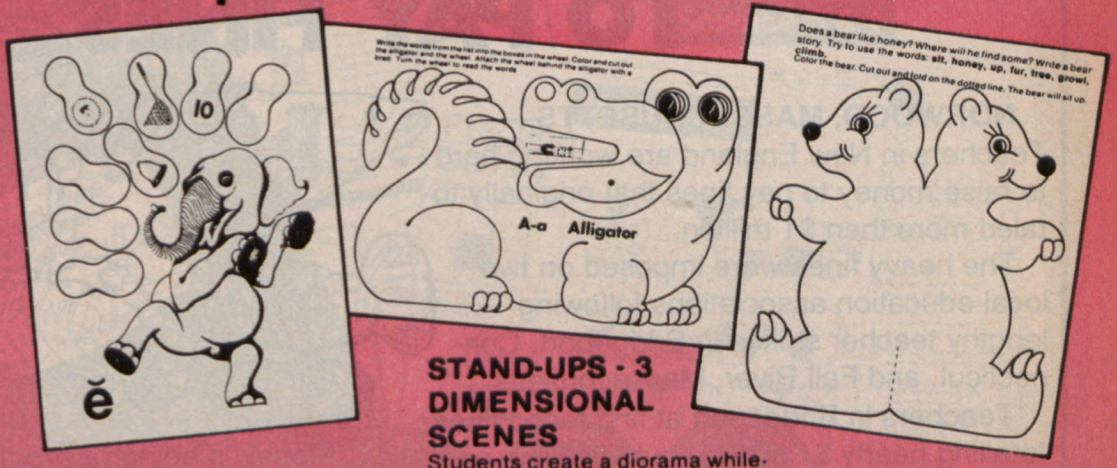
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A-a Alligator
Does a bear like honey? Where will he find some? Write a bear story. Try to use the words: sit, honey, up, fur, tree, growl, climb.
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CIRCLE QUICK-ACTION CARD NO. 65

TEACHERS SELL COOKBOOKS TO PAY FINES

NORWOOD, MASSACHUSETTS—Teachers in New England are working hard to raise money to pay fines that originally totaled more than $1 million.

The heavy fines were imposed on two local education associations following lengthy teacher strikes in Bridgeport, Connecticut, and Fall River, Massachusetts.

Teachers in Bridgeport at first faced fines totalling nearly $1 million, but following negotiations between the association and the board of education, under the auspices of a court-appointed judge, the fines were reduced to $196,000.

"The reduction of the amount of money the BEA must pay has lifted an enormous burden off of us, and we are extremely pleased with the way the problem was resolved," said association president Arthur Pechillo, who led the BEA on a 13-day strike. "But," he added, "while the amount is substantially less than what was originally imposed, it is still a large debt for teachers to pay. We still need the support of our colleagues in New England and throughout the nation."

The Fall River Education Association last spring was ordered to pay $260,000 in fines for ignoring a back-to-work order during a 1977 strike.

Money is being raised through the sale of cookbooks by the New England Teachers' Trust Fund, which is administered by two teacher volunteers: Jack Cook of Massachusetts and Philip Garovoy, immediate past president of the Connecticut Education Association.

"These moneys must be raised," they said. "The fund-raising efforts have been strenuous and will continue until no deficit remains. Only through the united, coordinated, and empathetic efforts of every state and local association will we be able to pay these exorbitant fines."

The cookbook—"What's Cooking in New England"—contains 95 pages of recipes gathered by teachers from their family kitchens. The recipes range from Cape Cod stuffed quahogs and Yankee Noodle Dandy to Maine stuffed lobster.

You Can Help—Find Out Today What's Cooking in New England
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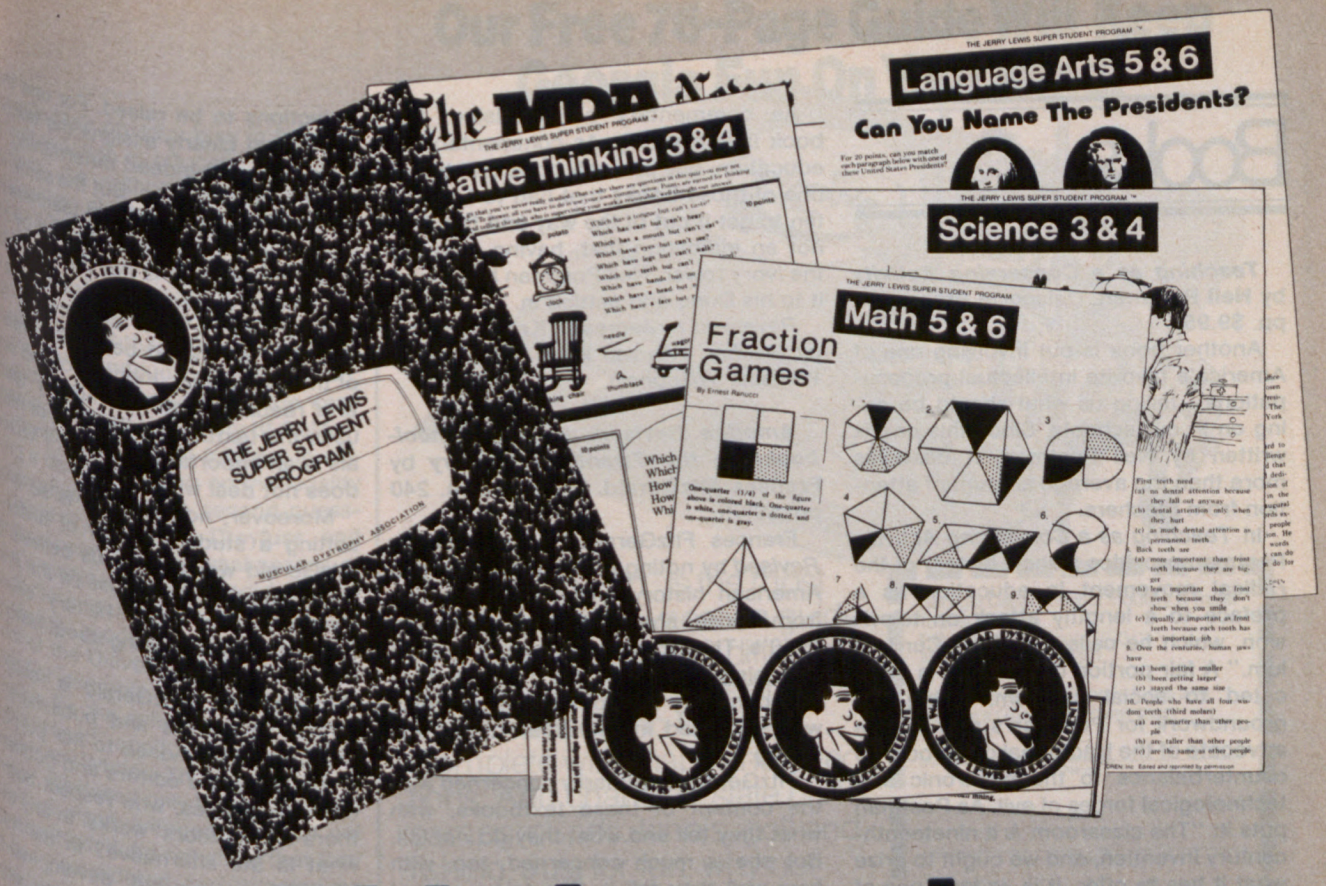
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CIRCLE QUICK-ACTION CARD NO. 71

Books

Teaching as a Conserving Activity by **Neil Postman.** Delacorte Press. 236 pp. $9.95.

Another book is out involving one of America's favorite intellectual preoccupations—telling us what should be going on in our schools. Since this one is written by Neil Postman, it deserves more than the average amount of attention from teachers.

In *Teaching as a Conserving Activity*, Postman provides a short history of the radical movement in education as a preface to a lengthy attack on television, which he calls the "First Curriculum." A fair portion of the book is dedicated to social criticism, laying the groundwork for Postman's new role as advocate of the traditional classroom as counterbalance to the electronic and technological forces of evil. As Postman puts it: "The classroom *is* a nineteenth-century invention, and we ought to prize what it has to offer. It is, in fact, one of the few social organizations left to us in which sequence, community experience, social order, hierarchy, continuity, and deferred pleasure are important."

Although the social commentary and analysis Postman provides are at times worth considering, what readers will most react to in this book will be the emergence—after a lengthy metamorphosis—of a new Postman. In fact, the choice of title assures that comparisons will be made to *Teaching as a Subversive Activity*, which he coauthored with Charles Weingartner in 1967.

Encouraging such comparison may have been a way to meet the inevitable head-on, but it also exposes the weakness in *Teaching as a Conserving Activity*. The weakness is not, as one might expect, a political or philosophical one. It is the prose—not the politics—that makes this book shallow compared to its predecessor. It hurts to see the once practical Postman wax awkwardly philosophical. In his effort to create an intellectual superstructure for the changes he has gone through, he has lost touch with what goes on daily in public schools throughout the country. Rather than a teacher encouraging other teachers to show their students how to be "crap detectors," we now have a professor telling us that "analogical forms of information are systems of codification which have a real and intrinsic relationship to what they signify."

As commentary on television, the book is interesting. As commentary on education, one can only hope that this is one of those books that had to be written to get it out of the way and that it is not an indication that, having stormed the ivory tower, Neil Postman has found it to his liking and settled in.

Reviewed by **James D. Kraft,** *sociology teacher, Wausau West High School, Wausau, Wisconsin.*

America Revised: History Schoolbooks in the Twentieth Century by **Frances FitzGerald.** Little, Brown. 240 pp. $9.95.

Frances FitzGerald begins *America Revised* by noting how greatly changed American history textbooks are today from those she studied from in the 1950's. This observation introduces her sweeping history of the nation's high school history textbooks, most of which was serialized in the *New Yorker* last spring.

FitzGerald is primarily concerned with the content of these textbooks, with what they tell and what they do *not* tell. But she is much concerned, too, with how well they tell it. She takes a hard look at authors, editors, and publishers—and how they work together—and finds much that she does not like. For one thing, she finds it disturbing that the textbooks change so much so quickly. Granted that in our unsettled times old "truths" are seen in new ways, she still is unhappy about "slippery history." Many texts, she says, do not give a coherent, whole view.

Too many textbooks offer little real intellectual fare. She sees them, in fact, as shaped by movements which are fundamentally anti-intellectual. Tracing the many curriculum reform movements, she asks why they all have been "so intellectually reductive." Whatever the answer, textbooks show the results. History, as an intellectual discipline, is lost or at best warped by being used to serve confused, ill-defined purposes, such as molding character rather than mind or demonstrating "relevance." (In this section, she shows an unerring sense for identifying hot air, however weightily stated.)

She finds neglect of economic history, though some exceptions are noted. (It is good to see the Harold Rugg series saluted.) She finds neglect of social history and foreign affairs, too—and her use of the latter term covers more than the traditional meaning. In this connection, she raises an important point: Are textbooks cast in the established mold of *national histories* simply outdated?

So far, so good—but there are some objections to be raised. For one thing, FitzGerald clearly assigns the textbook a central, and indeed determining, role in the history course. But the same text- book in the hands of two teachers may lead to very different ends and by quite different paths. It is not the only tool in the history classroom; there are the ref- erence works, the audiovisual aids. There is, or should be, guided reading of the kind Henry Johnson called collat- *eral* reading. How the history teacher uses the textbook in the mix of materi- als is an important question. FitzGerald does not deal with it.

Moreover, no textbook is so final in setting a student's view of history. FitzGerald would have us believe. Stu- dents do see *Little House on the Prairie* they do take other history courses. Some continue reading about history through their lives.

In addition, FitzGerald is really not critical of editors and publishers. Her examples are chosen to her purpose. There are good editors and publishers, even great ones, who respect both au- thors and authors' works. In any event, what is the alternative? In the 1960's government funded development of textbooks, in several subjects, with the best limited success. Her comments on the materials developed by Edwin Fen- ton and others are instructive here. And there remains the basic question of whether we want government to stan- dize textbooks.

But, overall, this is an important book—and an interesting and readable one to boot. It is important for those with immediately identifiable interests in it—teachers, for example—and for a much wider audience as well. It is a book for the general public. We all have a stake in how American history is taught—and learned.

Reviewed by **Ernest Hilton,** *for- editor-in-chief of the textbook division of a major publisher. Now retired, Hilton was a teacher and administrator in public schools and universities before entering the publishing industry.*

The Bakke Case: The Politics of Inequality by **Joel Dreyfuss and Charles Lawrence III.** Harcourt Brace Jovanovich. 278 pp. $8.95; paperback $3.95.

Authors Joel Dreyfuss and Charles Lawrence III—one a journalist and the other a lawyer—combine their insights in *The Bakke Case: The Politics of Inequality.* They explore the role of *Bakke* both as a symbol of American race relations and as a product of the competitive forces in a time of social opportunity and realignment of politics.

groups.

Despite their obvious bias in favor of affirmative action in education and employment, the authors treat fairly the complexities of the issues raised by *Bakke*. Without limiting the book's interest to lawyers, they capture the litigation process, tracing early strategic decisions through to the outcome and describing insightfully the process of oral argument and judicial deliberation.

The Bakke Case describes the case preparation by the University of California, with its institutional interest in obtaining a definitive ruling on the legality of affirmative action. In second-guessing University counsel, Dreyfuss and Lawrence point out the weaknesses of Bakke's medical school candidacy and also disclose important facts about the admissions process at the medical school of the University of California at Davis. For example, the task force responsible for the school's admission of disadvantaged applicants had interviewed many Whites. The *Bakke* record, however, disclosed only that Whites had applied as disadvantaged and had not been admitted; it did not show that they had been considered and rejected on nonracial grounds.

Also, because the case did not go to trial—resting instead on one deposition and a preliminary hearing—there had not been extensive testimony on the relative weighting of grades, test scores, and interviews in creating the composite numerical rating that the medical school actually used in determining admission. Nor was there sufficient evidence in the record to show that the University's stated goals for its affirmative action program—such as increased medical care for disadvantaged neighborhoods—were legitimate state goals and that the program was a constitutional way of achieving them. These omissions would cause many in the minority communities to argue against review by the Supreme Court and would haunt presentation of the case in that court.

Regarding *Bakke* as more important politically than legally, the authors reargue the case to their readers without the limitations of the poor record. They bring these issues to a court much larger than nine and urge Americans to find a solution more enduring and further reaching than *Bakke* to the problem of the underrepresentation of minorities in the professions.

Reviewed by **Paula A. Sweeney,** *former staff attorney, NEA Office of General Counsel; presently assistant legal counsel, United States Senate.*

(continued on page 102)

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Books

(continued)

Education's Lasting Influence on Values by **Herbert H. Hyman** and **Charles R. Wright.** The University of Chicago Press. 161 pp. $12.50.

This report continues the procedure used in the authors' earlier analysis of data from public opinion polls which showed that persons with higher levels of education exhibit greater knowledge than those with lower levels. In this book, the authors review the evidence and conclude that in situations where different values conflict, persons with higher levels of education also are more willing to adhere to basic human values than are those with lower levels of education.

The researchers analyzed responses to questions that revealed basic values held by respondents. The questions dealt with the desirability of applying certain principles (the rights of due process, freedom of information, humanitarianism, etc.) in situations in which the application might not support the respondents' own preferences. For example, would a respondent allow a public library to place on its shelves a book against religion? In most but not all situations, the respondents with more formal education favored the complete application of basic values to a greater extent than did respondents with less formal education. This finding held even when the researchers took into account the influence of other factors likely to account for differences in values (social economic status, age, sex, religion, etc.).

The findings are significant in view of the absence of strong agreement about what values schools and colleges should inculcate and how much attention they should give to teaching about values and also in view of the variations in students' exposure to various kinds of value development experiences in formal education. The authors infer that education develops greater receptivity to full implementation of basic human values as well as to the basic principles themselves.

This book is an excellent resource that identifies the problems, presents exemplary procedures for researching them, and gives impressive evidence about the lasting effects of education.

Reviewed by **William S. Grayb**
research specialist, NEA Research.

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Basic Skills

Filling Out Forms. Wendy Stein. Discusses the basic rules of filling out forms and the special words often found in forms. Includes actual forms that deal with Social Security, banking, working, driving, voting, credit, and health insurance. Fifth grade reading level. 1979. 48 pp. $1.50 (orders under $5 must be prepaid). New Readers Press, Box 131, Syracuse, NY 13210.

How To Study. Third edition. James Deese and Ellin K. Deese. Focuses on reading for maximum speed, comprehension, and retention. Provides strategies for taking examinations and improving writing skills. Explores special problems of studying math, science, and foreign languages. 1979. 122 pp. $4.95. McGraw-Hill Book Co., 1221 Ave. of the Americas, New York 10020.

Recipes for Learning: Exploring the Curriculum Through Cooking. Gail Lewis and Jean M. Shaw. Uses cooking activities as starting points for teaching basic skills in math, science, art, and language arts. Contains reproducible sheets with measurements in both English and metric units. Includes skills charts and hints on planning and carrying out classroom cookery. 1979. 199 pp. $9.95. Goodyear Pub. Co., 1640 5th St., Santa Monica, CA 90401.

Colleges and Careers

Career Planning and Placement Today. Second edition. C. Randall Powell. Discusses the job market outlook. Includes sample résumés, cover letters, and employment correspondence, and information on interview techniques. Provides a section on alternate career plans. 1978. 160 pp. $5.95. Kendall/Hunt Pub. Co., 2460 Kerper Blvd., Dubuque, IA 52001.

College Education and Employment . . . The Recent Graduates. Nancy L. Ochsner and Lewis C. Solmon. Gives data collected from more than 3,900 graduates who were surveyed as freshmen in 1970 and as members of the work force in 1977. Discusses how they use their college training in their careers and their perceptions of the importance of having a job related to their college training. 1979. 198 pp. $9.95. College Placement Council Foundation, P.O. Box 2263, Bethlehem, PA 18001.

The following books are available from Richards Rosen Press, 29 E. 21st St., New York 10010. Designed to aid students in determining which field of work best suits their talents and interests. Covers both the rewards and the practical day-to-day responsibilities of each job. 1979. $4.98 each.

Your Future in Architecture. Richard Roth. 140 pp.

Your Future in Automotive Industry. Dawson Taylor. 140 pp.

Your Future in Aviation Careers in the Air. Kimball Scribner. 160 pp.

Your Future in Aviation Careers on the Ground. Kimball Scribner. 140 pp.

Your Future in the Beauty Business. The Fashion Group, Inc. 128 pp.

Your Future as a Dental Hygienist. Barbara Page. 140 pp.

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Your Future in a Public Relations Career. Edward Bernays. 140 pp.

Counseling

Nonsexist Counseling: Helping Women and Men Redefine Their Roles. Cecelia H. Foxley. Emphasizes the detriments of sex-role stereotyping. Suggests models, programs, and activities that can be used in helping students develop according to their individual interests and abilities. 1979. 320 pp. $8.95. Kendall/Hunt Pub. Co., 2460 Kerper Blvd., Dubuque, IA 52001.

Economics

Economy Size. Carol Katzman and Joyce King. Uses text, poems, a play, and other media to introduce basic economics. Covers topics such as money, consumerism, work, marketing, and inflation. Designed for elementary grades but can be expanded to higher levels according to children's specific interests and needs. 1978. 153 pp. $9.95. Goodyear Pub. Co., 1640 5th St., Santa Monica, CA 90401.

Environment and Energy

The following publications are available from the Supt. of Documents, U.S.

(continued on page 104)

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Centralized vs. Decentralized Energy Systems: Diverging or Parallel Roads? Discusses the merits of providing energy for national needs with and without central electric power generation. Includes a discussion of the effects of each alternative. Stock No. 052-070-04966-9. 1979. 312 pp. $5.50.

The Nation's Water Resources, 1975-2000, Volume 1: Summary. Describes water management problems that occur singly or in combination. Discusses water quality and quantity, flooding, erosion, loss of wetlands, drainage, dredging, and preservation of fish and wildlife. Stock No. 052-045-00051-7. 1979. 86 pp. $5.

Health

Can You Give First Aid? Revised. Frances M. Bontrager. Presents life-saving techniques such as mouth-to-mouth breathing and methods for treating minor injuries such as cuts and insect bites. Fourth grade reading level. 1979. 32 pp. 95¢ (orders under $5 must be prepaid). New Readers Press, Box 131, Syracuse, NY 13210.

Language Arts

The following publications are available from the Intl. Reading Assn. (IRA), 800 Barksdale Rd., Newark, DE 19711.

Easy Reading: Book Series and Periodicals for Less Able Readers. Michael F. Graves, Judith A. Boettcher, and Randall A. Ryder. Annotated bibliography of high interest materials for less able readers. Gives sources and costs of materials. 1979. 78 pp. $3 (price for IRA members); $4.50 (price for nonmembers).

Oral Language: Expression of Thought. Revised. Nicholas Anastasiow. Discusses how language development is related to the child's motor, emotional, and cognitive development. Includes section on classroom materials and techniques designed to develop oral language in preparation for reading. 1979. 35 pp. $1 (price for IRA members); $1.50 (price for nonmembers).

Reading Problems: Identification and Treatment. Peter Edwards. Handbook designed to enable teachers to diagnose and treat reading problems. Provides examples of and ideas for remedial work. 1979. 89 pp. $8.95. Heinemann Educational Books, Inc., 4 Front St., Exeter, NH 03833.

Sentence Composing 12. Don K... galion. Uses sentence manipulating techniques: scrambling, imitating, combining, and expanding. Includes exercises in applied grammar. 1979. 160 pp. $4.69. Hayden Book Co., 50 Essex St., Rochelle Park, NJ 07662.

Words with a Flair. Murray Bromberg and Julius Liebb. Divided into 40 lessons on themes such as words from proper names, medicine, and law. Designed to teach 600 specially selected words. Includes definitions followed by comments on derivations and usage of words. 1979. 240 pp. $3.95. Barron's Educational Series, Inc., 113 Crossways Park Dr., Woodbury, NY 11797.

Mathematics

Practical Mathematics—Consumer and Career. Charles S. Ross, Mary M... Ross, and Elaine Carsley Davis. Two workbooks, one for grade seven and one for grade eight. Designed to present mathematics in an easy-to-read format. Contain chapters on whole numbers, fractions, percents, ratio, measures, geometry, and graphs and data. 1979. 201 pp. $2.97 each (teacher's edition); $2.70 each (student's edition). Benefic Press, 1900 N. Narragansett, Chicago 60639.

Status of Education

Education in the U.S.: A Brief Overview. Reports on the status and progress of education in America up to 1976. Presents statistical data on enrollment, finances, degrees awarded, and related subjects. Stock No. 017-080-01800-4. 1977. 43 pp. $1.90. Supt. of Documents, U.S. Govt. Printing Office, Washington, DC 20402.

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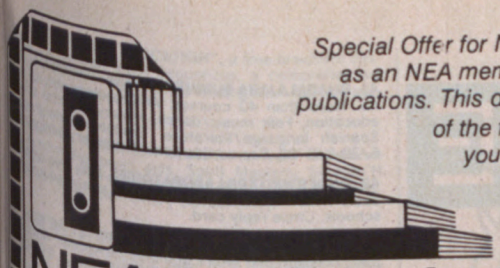

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